

The Role of Extracurricular Activities in Foreign Language Learning in University Settings

A Thesis Submitted to the College of

Graduate Studies and Research

In Partial Fulfillment of the Requirements

For the Degree of Master of Arts

In the Department of Languages and Linguistics

University of Saskatchewan

Saskatoon, Saskatchewan

By

Anna Reva

PERMISSION TO USE

In presenting this thesis/dissertation in partial fulfillment of the requirements for a degree of Master of Arts from the University of Saskatchewan, I agree that the Libraries of this University may make it freely available for inspection. I further agree that permission for copying of this thesis/dissertation in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my thesis/dissertation work or, in their absence, by the Head of the Department or the Dean of the College in which my thesis work was done. It is understood that any copying or publication or use of this thesis/dissertation or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of Saskatchewan in any scholarly use which may be made of any material in my thesis/dissertation.

Requests for permission to copy or to make other uses of materials in this thesis/dissertation in whole or part should be addressed to:

Head of the Department of Languages and Linguistics

University of Saskatchewan

Saskatoon, Saskatchewan S7N 5A5

Canada

ABSTRACT

This thesis discusses the role of extracurricular activities in foreign language learning in universities in Canada and Russia. The research study outlines an array of extracurricular activities offered for university students in these two countries, and investigates the opinions of students and language instructors regarding the perceived impact of these activities on students' language acquisition, cultural acquaintance and language learning motivation. Chapter One provides a review of the history of extracurricular activities in Russia and North America. It explains the reported benefits of these activities and states research questions. Chapter Two contains the description of research methodology applied in the study as well as the description of the sample. Chapter Three provides the results of data analysis and points out significant differences in responses across the subject groups (Russian and Canadian, students and teachers). The results showed significant involvement of students in both countries in extracurricular work, but also identified some problems with organization and managing these activities. In Chapter Four the results are discussed, followed by conclusions that include some practical recommendations for language students and instructors on the most efficient ways of organizing language-related extracurricular activities.

Table of contents

PERMISSION TO USE	i
ABSTRACT	ii
Table of contents	iii
List of Tables	v
I. Introduction	1
I.1. Extracurricular activities (ECA) in North America: early history	2
I.2. Extracurricular activities in modern language learning	4
I.3. Extracurricular activities in language learning in Russia	6
I.4. Extracurricular activities in North America and Canada	11
I.5. A comparison of extracurricular activities in Canada and Russia	11
I.6. The role of ECA in language teaching	14
II. Methodology	19
II.1. Questionnaire survey	19
II.2. Data processing	22
II.3. Sample distribution	22
III. Results	26
III.1. Results for the students' sample	26
III.1.1. Students' opinions	29
III.1.2. Students' Motivation	39
III.1.3. Qualitative results:	41
III.2. Results of language instructors' questionnaires	46
IV. Discussion	56
IV.1. Students' responses	56
IV.2. Language instructors' responses	62
IV.3. Limitations of the study	64
V. Conclusions	66
V.1. Practical recommendations	66
References:	68
Appendices	75
APPENDIX A:	75
APPENDIX B:	76
APPENDIX C:	88
APPENDIX D:	95

APPENDIX E:	97
APPENDIX F:	100

List of Tables:

Table II.1. Students' sample distribution by gender (%) and age (average age and range).

Table II.2. Instructors' sample distribution by gender and age (age groups).

Table III.1. Subjects' responses to language learning background questions (% affirmative answers).

Table III.2. Subjects' responses to questions about travelling to the country of the target language.

Table III.3. Subjects' responses to questions about participation in the ECA (% affirmative answers).

Table III.4. Students' responses to ranking of different activities in language classes.

Table III.5. Subjects' responses to the question about the best organizers of ECA activities.

Table III.6. Students' ratings of different types of ECA.

Table III.7. Subjects' responses to usefulness of particular ECAs.

Table III.8. Subjects' responses about the perceived impact of ECA on specific language skills.

Table III.9. Students' ratings of statements about motivation.

Table III.10. Students' answers to open-ended questions (from most frequently mentioned to least).

Table III.11. Subjects' response to how long have they been teaching.

Table III.12. Subjects' responses to ECA organization at present.

Table III.13. Subjects' responses to ECA help.

Table III.14. Subjects' response to ECA participation.

Table III.15. Subjects' response to knowledge of other ECA.

Table III.16. Subjects' response to the questions about their opinions of ECA.

Table III.17. Instructors' answers to open-ended questions (from most frequently mentioned to least).

I. Introduction

This research study examines extracurricular activities and students' attitudes to them in the context of foreign language learning in Russian and Canadian universities.

Extracurricular activities (ECA) are usually defined as learners' activities that fall outside the normal curriculum of educational institution, they supplement the regular course of classroom instruction and are sometimes organized or conducted with some participation of instructors (Campbell, 1973). In the field of applied linguistics and education, there is a general agreement to encourage extracurricular activities in university programs for students of different majors, because ECA help them to develop important skills, such as leadership, socializing, character training, and others (Kilzer, 1956; Melsness, 1964; Sherritt, 1964; Trump, 1953). On the other hand, ECA programs in universities are not regulated, they are often organized sporadically by enthusiastic faculty or students, and thus their role in the educational process has eluded the attention of researchers. Very little research is available on ECA in language education; the available publications are out of date; and the available research has been performed primarily within the educational settings in North America (Campbell, 1973; Kilzer, 1956; Melsness, 1964). Since extracurricular activities in foreign language studies often relate to the background culture of the target countries and may also reflect the specifics of culture and educational settings in the home country (Campbell, 1973), I believe that a better understanding of the role of the ECAs in foreign language education can only emerge from the perspective of a cross-cultural comparison that would provide a multi-dimensional picture of the nature of ECAs and their perceived role in the language acquisition process. To the best of my knowledge, no earlier studies of cross-cultural comparisons of ECAs in language education are available. The purpose of this research project is to describe and compare the attitudes to and expectations from extracurricular activities held by university students and professors in Russian and Canadian universities. The choice of the countries is determined by the personal interests and academic background of the researcher. Obtaining a clear picture of the scope

of the ECAs and the attitudes towards them in these two countries will help to provide practical recommendations to educators about organizing ECAs in a way that would be most conducive to language learning. While the reported research study provides a cross-cultural synchronic slice of the modern attitudes towards the ECA in Russia and Canada, the introduction also provides a diachronic perspective on the history of ECAs in both countries, which informs the reader of the differences in the historic-cultural contexts of the surveyed ECAs.

I.1. Extracurricular activities (ECA) in North America: early history

Although the term ‘extracurricular activities’ appeared only in the late 19th century, different kinds of extracurriculars have been used from the antiquity. Debates, drama, competitions (for example, oratorical or athletics) and different interest-group societies were organized in ancient Athens and Sparta in support of regular education (McKown, 1952).

Extracurriculars in the modern understanding of the term made their first appearance in early nineteenth century as student Literary societies at Harvard and Yale Universities, and soon spread to other American universities and colleges (Tenhouse, 2003). This development of student societies in American colleges in the first half of the 19th century is seen by some historians as the first step taken by students towards the reform of higher education, which promoted democracy and support for western institutions (Harding, 1971). The role of these societies has not been studied so far in full detail, but many historians, such as Frederick Rudolph, John Brubacher, George Schmidt, and Richard Hofstadter believe them to be crucial in the process of formation of the 20th century system of values (Church and Sedlak, 1976). Some other researchers, however, question this assumption (e.g., Church and Sedlak, 1976), because American colleges of the 19th century were quite conservative; and both students and their professors were often resistant to any reforms and changes (Church and Sedlak, 1976). The most popular kind of student societies were debate societies that commonly discussed moral issues and interpretations of literary works thus helping students to

improve their writing abilities, literary criticism abilities, and reading skills. These societies provided students with a place for reading and discussing works that fell outside of the 19th century college curriculum (Church and Sedlak, 1976), they also fostered social interaction and leadership (Chapin, 1931). The societies of the 19th century were described in literature as ‘more than a mere extracurricular phenomenon’ (Brubacher and Rudy, 1976 p.48), they were a threat to the traditional college curriculum, as they reflected students’ attempts to modify it (Church and Sedlak, 1976).

Student societies of that time were not a just a center of student initiative, and their libraries were not a mere source of literature, but they were an integral part of college life, an arena for discussions on topics of political, philosophical, historical and other matters. In addition, they were a venue for literary education, practicing writing skills, communicating and thinking (Church and Sedlak, 1976).

In the study of the college literary societies conducted by Thomas Harding it was noted that they existed in all of the colleges in the eastern, western, and southern parts of the USA, and all these colleges introduced the same activities (Harding, 1971). Most American student literary societies had their own libraries that provided the books that students could not find in the college library (Church and Sedlak, 1976). Libraries of literary societies had longer hours and allowed students to choose the books they wanted from the shelves on a broader range of topics. The first student society library opened in Oberlin, (Ohio, USA) in 1856, and then they started to open everywhere (Church and Sedlak, 1976). In girls’ society’s libraries, however, most of the books were the same that could be found in the college library (Church and Sedlak, 1976). The importance of these libraries for students is demonstrated by the fact that students always took the leading roles in these libraries’ administration and preferred to donate their own old books and materials to their own libraries, but not to college ones (Church and Sedlak, 1976).

When extra-curricular student societies made their first appearance, they were seen by a lot of educators as a trend that would gradually fade out of style (Millard, 1930). Until 1900s, most teachers wanted to focus on academic purpose of education (Marsh and Kleitman, 2002).

In Canada, the interest in extra-curricular activities was evident already in 1925 (Boehm, 1972). In 1950, the idea of ECA was supported in the 1950 Hope Report on Education in Ontario. This document suggested that ‘in the interests of the all-round development of students’, local educational authorities should be ‘encouraged to provide adequate programs of co-curricular activities and supervision of such programs by members of their teaching staffs’ (Melsness, 1964, p.47).

I.2. Extracurricular activities in modern language learning

Later in the 20th century, a lot of researchers focused on the impact of extracurricular activities on students’ performance in class and other skills important for everyday life (Tchibozo, 2007; Campbell, 1973). In particular, it was observed that ECAs eliminate the chances of dropping out of school for some categories of students (Mahoney and Cairns, 2000). The findings proved that the extra-curricular activities were just as necessary for building academic and social skills as the regular classes (Druzhinina, 2000; Eccles, 2003; Marsh and Kleitman, 2002; Tenhouse, 2003; Rombokas, 1995; Astin, 1993; Darling, Caldwell, and Smith, 2005; Nebllette, 1940; Mahoney and Cairns, 2003).

Later on extracurricular activities have become an inseparable part of the context of second language teaching and learning in university and college environments in North America (Campbell, 1973; Housen and Beardsmore, 1987). In the second part of the 20th century, many researchers focused on comparing second language learning in formal and informal environments (Krashen, 1981). Oates and Hawley in 1983 suggested involving the local native speakers of the target language in delivering extra-curricular activities, such as meetings, videotaped interviews, role playing, evening get-togethers, skits, individual presentations, newspapers and language weekends.

The role of ECA very strongly depended on the method employed in language teaching. In the last 100 years, hundreds of language teaching methods and approaches sprung to life, such as the Direct Method, audiolingual method (Larsen-Freeman, 1986), lexical approach, neurolinguistic programming, competency-based Language Teaching (Schenck, 1978), community language teaching (La Forge, 1983) and others. Although ECA were completely discarded in most of the descriptions of language teaching approaches and methods, I will describe below some methods that are in my opinion conducive of ECA.

For example, in the Direct Method, language learners are exposed to ungraded foreign speech and are supposed to pick it up naturally (Pattison, 1964). This method therefore favorably views many types of ECA including meeting native speakers or language retreats, where students have to speak foreign language at all times.

The Oral approach and situational Language teaching originated in the 1920s-1930s in the works of British linguists Palmer and Hornby. In this approach, lexical and grammatical materials were specifically chosen for the lessons and the language items were first presented orally, and later – in the written form; only the target language was spoken in the classroom; new language material was presented in situational context; lesson planning was emphasized, and different techniques were used to present and practice the lesson. (Nunan, 2004) ECA fits well with this approach, as ECA activities can be organized to follow the material studied in class.

However the Oral approach was gradually replaced by Communicative Language Teaching (CLT) in the late 1960s with the subsequent modification of CLT in the 1980s into task-based instruction. The basis for task-based teaching is experiential learning. The personal background and experience of a student are involved in language acquisition (Nunan, 2004), and the knowledge is not just given from a teacher to students, but transformed within the learner (Kohonen, 1992). This approach emphasizes the process of learning, teaches students how to learn, encourages them to

participate in discussions and share what they know, direct themselves. This approach also promoted intrinsic motivation (Kohonen, 1992). All these characteristics are supportive of the development of extracurricular activities. An important theoretical basis for task-based language teaching is the concept of *experiential learning* (Nunan, 2004).

Experiential learning started in the 1980s with the works of David Kolb and developed in the 1990s by Kohonen and his followers (Nunan, 2004). In the classroom, experiential learning is seen as transformation of knowledge within the learner rather than from the teacher to the learner; learners are encouraged to work in small groups and pairs; a holistic attitude to subject matter is encouraged; intrinsic motivation is promoted; focus on process rather than on product (learning to learn is more important than learning a particular chunk of subject matter) (Nunan, 1999; 2004). In experiential learning, the teacher acts as a facilitator, and students get to manage their own learning, and with this awareness, they are given some autonomy. Some recent works in this area developed the idea that the goal of language learning is reaching a communicative competence that achieve a desirable goal via engaging in intercultural communication, with the balance between external (learning environment) and internal (language learner and his beliefs, concepts, preferences, etc.) factors in language learning (Kohonen et al. 2000). All these characteristics make Task-Based CLT and Experiential learning ideal platforms for the promotion of ECA.

Many of these methods and approaches are still widely used both in Russia and Canada in the course of second language teaching. However, our diachronic perspective on the development of the ECAs presented in the following two sections of the Introduction also provides the cultural background for the study.

I.3. Extracurricular activities in language learning in Russia

In Russian schools and universities, extracurricular activities were very popular since 1920s (Andreeva, 1958). The abundance of extracurricular activities was partly connected with the goal of

bringing up hard working comrades with good social and communicative skills as well as with high professional abilities (Andreeva, 1958). However, the main purpose of extracurricular activities in Soviet schools was to complement the curriculum, to provide students with opportunities to use and share the skills they obtained in class in an informal way, outside of class, in the process of socializing with other students (Andreeva, 1958).

Students participated in different clubs, which were called “кружки” (special interest circles) and “секции”, were involved in student newspapers, student government and theatres, took part in competitions and theme parties called “вечера” (evenings), and organized trips and excursions. Soviet teachers saw great importance in practical usage of skills obtained in class (Andreeva 1958). Schoolchildren were trained to make presentations at pioneers and clubs’ meetings, to write letters to students from other countries, and hold discussions and debates. Later on in Universities, Komsomol (the young communist league) members were trained to communicate on academic topics with colleagues from abroad and other peers. It was impossible to cover all these tasks during the regular class time, and extracurricular activities organized for students provided opportunities to accomplish these ambitious curricular goals.

Lecturing was the least favorite form of education of both students and instructors, and the latter tried to find new interesting ways of presenting the material and introducing interactive methods of education (Andreeva 1958). The value of extra-curricular activities in second language teaching was reinforced by the requirements of communicative competence (Hymes, 1971) – the ability to communicate, which includes grammatical competence, sociolinguistic competence and strategic competence (Canale and Swain, 1980). Communication in the foreign language was the main goal of Soviet language teachers (Andreeva 1958). However, the reality of foreign language classes being taught for an hour once a week barely allowed ploughing through some basic grammar skills, writing tests, answering questions on home reading, and reciting a few texts or dialogues

learned by heart for a credit (an exception with 6-10 contact hours of language instruction per week were some elite schools specializing in foreign language education). The only arena for communication and acquisition of deeper cultural knowledge was outside of the classroom (Andreeva, 1958).

Several classifications of ECA were introduced in Russian literature (e.g., Shepeleva and Kalechits, 1980; Kaleynits and Keylina, 1980). They divided ECA into 4 types: competitions, mass media (school newspapers, radio, etc.), cultural (holiday celebrations and any other cultural events, trips to museums and galleries, etc.) and political (debates, focus groups, discussions). But the most basic classification was based on the number of students involved, and it included individual ECA, groups work (with small groups of students) and mass work (larger groups) (Dyachenko and Cheredov, 1989).

A similar classification by M. Andreeva (1958) subdivides all the ECAs into 3 major groups plus two combined forms of ECAs:

1. Academic and common interests circles

These were a very important part of a Soviet student's life. Teachers believed these circles developed personalities of students and broadened their scope of vision. The requirements for the circles' meetings were clearly defined. The topics had to be useful for everyday life of students, complement the material studied in class at particular moment and be chosen in regards with students' queries and their age group. The aim of circles was to broaden the topics previously covered in class and study them in depth. In Soviet schools the yearly plan of circle work was approved by the school board before the work actually started. The types of circles included: extra-curricular home reading, translation and interpretation, Communication, Drama, Choir, Hometown studies, and Game circles.

2. Mass events

Examples of these ECAs are song or poetry recital contests in a foreign language; theme parties or evenings, theatre performances in foreign languages or performances of companies staging dramas in foreign languages, holding conferences in foreign languages, having debates and meetings in foreign languages.

3. Individual work

This type of extracurricular activities could include: preparing for conference presentations, preparing for reports in class, and writing articles for school newspapers or magazines.

4. Another type of ECAs was correspondence with students from other countries – it can be classified as both individual work (when a student has a pen-friend) or mass work when students keep correspondence between their circle or pioneer organization and a group of students in another country with similar interests.

5. Language clubs – yet another form of ECAs in Soviet schools -- basically combined various above listed language-oriented extra-curriculars organized in a given school.

As can be seen from the above list alone, language-oriented extra-curriculars in the Soviet schools and universities were well developed. The connection between different areas of arts and science was considered to be one of the most important features of ECA. ECAs could emphasize similarities and differences between the foreign and native languages; they could also draw on the connections with literature, music, arts, economics, social sciences, etc. Especially in post-secondary education, the range of topics might be endless, as students of different majors and backgrounds can be involved (Slastenin, 1997).

The reported aims of language-oriented ECA in Russian schools were:

1. Deepening and strengthening the knowledge and skills obtained in a foreign language class;
2. Widening the world view of students;
3. Increasing students' motivation to study foreign languages;
4. Developing students' personalities, including their social, emotional and intellectual spheres.

In the 1990s, after the collapse of the Soviet Union, extracurricular work in schools and universities in Russia became less popular, some educators felt that these activities were now 'distracting students from their curricular responsibilities, and were unnecessary' (Stakanova, 2003: 107)

Nevertheless, in the last 5-7 years, most schools, colleges and universities in Russia have changed their attitudes to extracurricular activities again, and started encouraging their faculty and students to organize different kinds of extracurricular activities (Shepeleva, 1991; Tsvetkova, 2002; Savina, 1991; Ivanova, 2003). Unfortunately, this work still gets little financial support, and the underpaid teachers are not very eager to undertake it for free, although the new system of salary rates for teachers employed since 2008 by the Russian Ministry of Education is supposed to solve the problem (on-line resource, 2010). In addition, the teaching materials and methods, accumulated in the Soviet Union times need to be modernized and updated according to the present day academic needs and technical opportunities. This creates some difficulties in the implementation of ECA in modern Russia.

One of the motivational goals of my comparative study was to see how these diachronic tendencies are reflected in the student and teacher samples from Russia, i.e., do Russian students and teachers see ECAs as important (an attitude which would be rooted in the memories of the past and hopes for the future) or as relatively unimportant (which would reflect the present situation with a relative paucity of ECAs in Russia).

I.4. Extracurricular activities in North America and Canada

Extracurricular activities in North American context include the following: study trips, educational walks, community based learning, experiential and work-based learning outside the university, working in a local children's home, working in a local hospice, Brownie and Guide leadership, and Church activities, drama, faith and cultural activities, sporting activities; cheerleading (plus pep club and majorettes), debate, music (band or orchestra), dance and chorus, hobby clubs (such as photography, crafts, etc), school subject clubs (including science clubs or language clubs), vocational educational clubs (e.g. Future Homemakers, Teachers, Farmers of America, etc.), community youth clubs, church activities, junior achievement, publications (newspapers, magazines, yearbooks), student government, political club, service clubs (community service activities), Honor societies, Fraternity/Sorority participation (Clegg, Stevenson and Willot, 2009; Marsh, 1992; Gutowski, 1988; Campbell, 1973; Fujita, 2006; Millard, 1930; Marsh and Keitman, 2002).

Christina N. Baker (2008) classified ECA into six groups: Athletic organizations, Greek letter organizations, Political, Religious, Art organizations and Minority-based student organizations.

As can be seen from the above list, North American ECAs have some differences from the Russian ones, mostly in the areas of Greek letter organizations (fraternities), church, youth and community organizations. It was interesting to see if these reported differences are reflected in the actual survey of ECAs in Canada. I focus more on the reported similarities and differences in Canadian and Russian ECAs in the following section.

I.5. A comparison of extracurricular activities in Canada and Russia

The analysis of literature related to extracurricular activities in Russia and Canada demonstrates that there are some common features of extra-curricular work in these countries. Informed by the language teaching pedagogy and practice in both countries, we can define certain

characteristic features of language-oriented extracurricular activities which appear to be intrinsic to their nature and are therefore likely to be common across different educational and cultural contexts.

First of all, extracurricular activities are generally voluntary as opposed to mandatory classes. Students can choose to attend any of them as often as they wish. Extracurricular activities, unlike co-curricular, can be organized any time convenient for students and instructors. This freedom of choice (whether or not they want to join a language club or a math club, for instance) provides students with an excellent opportunity to find their own path in life, to understand what they really want to do, open up their talents and abilities (Slastenin, 1997).

Students often act as leaders in organizing and directing these activities. This accounts for another specific feature of ECAs – a focus on students' autonomy and independence. Students can choose the activity they think most interesting and useful for their particular group. They can choose topics to discuss, videos to watch, books to read and holidays to celebrate. It offers them a chance to practice and develop their organizational and management skills (Tyabina, 2011).

Another important feature of extracurricular activities is their accessibility to all university students. Being organized outside the language class, those usually non-fee activities are available not only to students of a certain language group, but also to everyone interested in participating. These activities do not require registration, unless it involves just a simple signup sheet (Slastenin, 1997).

The last important feature of ECA common across the two countries is the recognition of personality of students and their age-group. It involves using language materials of their current interest and present-day media. Old textbooks and teaching materials are often of no interests to teenage students, but new books, videos, internet facilities and music can significantly increase students' motivation toward participating in language-oriented ECA and studying languages altogether (Slastenin, 1997).

Besides the intrinsic features of ECAs that exhibit a high degree of similarities across the two countries, I also observed a few types of ECAs co-occurring in Russia and Canada. These common types of ECAs are games/competitions, clubs, parties, holiday celebrations and pen-friends or a modern variant – online friends from other countries. At the same time, I also noticed some contextual differences in the scope or specific realizations of ECAs that are reported below.

Games and sports are major forms of extracurricular activities at many schools in both Russia and Canada, and they can be language-oriented, for example if students play a kind of national sport of the country of the target language, such as American football or baseball for Russian students (although no examples are found in Russian literature) or games and competitions so popular in both countries.

Different kinds of clubs - in science, writing, communication, cultural clubs - are organized in both Russia and Canada, but some variants of clubs are country-specific, such as community based for North America (Mahoney and Larson, 2005).

In Russian and Canadian schools, foreign film and book clubs, theatre (Drama) and musical clubs are widely used (Campbell, 1973; Andreeva 1958). In Russia, however, the most popular language-related clubs are more general in their mandate, i.e., the most common types are Culture Clubs or Language Clubs focusing on cultural and communicational aspects of foreign language learning. Celebration of traditional holidays of the country of the target language is common in Russia and Canada. A difference in clubs and celebration themes across the countries can be deduced from the available literature that involves the scope of target cultures. In Russian ESL, for example, the cultural aspect of ECAs is often limited only to British traditions, sometimes including the USA; but addressing other English-speaking countries is rare. In Canada, by contrast, Spanish, French and German clubs often address the use of these languages world-wide, not only in the historic home country of origin.

Finding pen-friends from other countries has become easy with the mass usage of internet and computer technology, so communication with foreign students with the help of internet – skype and videoconferences - is used all over the world, including both Russia and Canada.

Among other popular activities are theme parties, project work and research trips. Newspapers in a foreign language are also common in both countries.

I.6. The role of ECA in language teaching

The reported advantages of extra-curricular activities for language acquisition include: improvement of student-teacher relationship as well as of student-student relationship, improvement of school morale, improvement of school-community relationship, decrease in the need for disciplinary control and increase in the school's holding power (Miller, 1956, p. 272-280). ECAs have been shown to foster effective teamwork between students, school staff, teachers and the principal (Anderson, 1963). Some other demonstrated benefits of ECA include enhancing social interaction, leadership, healthy recreation, self-discipline, and confidence (Rombokas, 1995; Astin, 1993), as well as an overall improvement of the academic performance (Marsh and Kleitman, 2002; Darling, Caldwell and Smith, 2005). It is therefore not surprising that language-oriented extracurricular activities have been successfully organized in most schools and universities all around the world, and proved to be an effective form of language instruction (Campbell, 1973). It appears that the benefits of ECAs are particularly apparent in the following three areas of language learning: learner motivation, materials development and cultural awareness.

a) Advantages of ECA: ECA and learner motivation

Motivation is a valuable condition for learning, and students' interest is the way to secure motivation (Anderson, 1963). Maintaining a high level of motivation in language learning is one of the strongest factors in successful language acquisition (Dörnyei, 2001). According to some educators, one of the purposes of employing ECA in language teaching is to develop both social and

intellectual motives for learning (Andreeva, 1958). In linguistics, sociolinguistics and psychology, a number of language learner motivation models have been postulated (e.g., Gardner, 2001; Dörnyei, 2001; Clément and Kruidenier, 1985; Crookes and Schmidt, 1991). These different models can inform the development of extracurricular activities. For example, according to Gardner (2001), language learning motivation is comprised of three elements: first, efforts to learn the language; second, the motivated individual is eager to achieve a goal; and finally, he or she enjoys learning the language. From this perspective, different language-related activities provide learners with additional opportunities to boost all the three components of motivation: to learn the language, achieve their learning goals and enjoy the language learning experience.

Extracurricular activities can also contribute to integrative motivation, since positive attitudes towards the country and people of the target language have a positive impact on language learning (Crookes and Schmidt, 1991). Extracurriculars can also play a role in building instrumental motivation, i.e., the aim to obtain something practical and useful for future career or personal life (Hudson, 2000). Social skills development along with language skills enhancement in the process of ECAs can help the participants to change their lives, or get better chances to succeed in life (Hashi, 2001).

Book clubs, movie nights and other types of ECAs provide the learners with a chance to select media that matches their immediate interests, and not those of curriculum planners. Already in 1950-s, it was suggested that one of the ways to motivate younger learners was to employ in language learning not only classical literature, but modern bestsellers popular with youth. The same applies to watching films, reading authentic magazine articles and listening to music: materials of higher relevance to learners are more motivating to them, and ECAs give the opportunity to reflect the interests of the learners, since the learners are in most cases responsible for organizing ECAs.

b) Advantages of ECA: ECA and authentic language input/materials

Extracurricular activities offer a lot of opportunities for creating situations where real language is used, for example, with the help of authentic materials (Avdeyeva, Vasilyeva and Levina, 2005) defined as materials that were not originally created for teaching purposes (Scarcella, 1992; Nunan, 1988; Nuttall, 1989; Morrow, 1977).

Using authentic materials is ‘one of the mainstays of an imaginative and motivating higher level course, usually neglected at levels lower than intermediate’ (Shepherd, 2004). There are several reasons for this reluctance to use authentic materials in class: firstly, a teacher’s fear that students may panic when faced with language that is largely unfamiliar (Shepherd, 2004). To prevent this, many teachers believe that language learning materials should be edited to the students' level (Shepherd, 2004). This fear is shown in some sources to be unjustified, as using authentic materials can be rewarding and stimulating for both teacher and students (Shepherd, 2004).

c) Advantages of ECA: ECA and cultural knowledge

Interacting with others in the target language involves more than knowing the appropriate syntax and lexicon. Another important area of language competence is sociocultural knowledge, and thus second language instruction has to address cultural issues at least to some extent (Kramsch 1983). Tumanov (1983) states that integration of extracurricular activities into the second language curriculum is supported in the context of culturally oriented communicative second language teaching. A central goal of language education in the global context, according to Ingram and O'Neill (1999), is the fostering of favorable intercultural attitudes. Thanasoulas (2001, p.3) refers to cultural competence as ‘the knowledge of the conventions, customs, beliefs, and systems of meaning of another country’ and states that ‘it is a indisputably an integral part of foreign language learning’.

Extracurricular activities provide language instructors and students with multiple opportunities for creating the target language environment, and exploring different cultural issues of the country of the target language. It is very important for second/foreign language learners to adjust

to the target culture, a new way of thinking and seeing the world. Cultural values, social norms and etiquette are reflected in and through the language, and therefore have to be reflected in the process of foreign language acquisition (Harklau, 1999; Passov, 2000). As the result of deepening into the target cultures in the ECAs, the learners develop their inter-cultural competence, i.e., they raise their awareness of their own and target cultures, they develop social skills, tolerance and patience required for intercultural communication (Passov, 2000).

d) Advantages of ECA: language exposure

Limitations on the number of contact hours in language classes give language instructors very little time to provide students with opportunities to develop and practice all the language, sociolultural and communication skills. ECAs provide a necessary supplement to the contact class hours, but not just an extension of the contact hours. It provides the learners with a different kind of learning. According to Krashen (1981), the success of language acquisition depends on two kinds of language exposure – outside the formal environment of the classroom and sheltered curricular exposure within the classroom. Extracurricular activities provide the necessary experiential language exposure outside the classroom. The significance of informal environment for language learning by adults has been further confirmed in Carroll, 1967.

Learner attitudes to extracurricular activities

Very little research is available on the learner attitudes to ECAs and their direct impact on language learning. One study conducted in Russia showed that language related extra-curricular work in university environment increased communicative skills of students and had a positive effect on their self-confidence (Druzhinina, 2009). Another study claimed that extra-curricular activities do not guarantee high level of language proficiency for their participants, but, conversely, many

students notice that experiences obtained in out-of-class language environments were being more meaningful and educative than those obtained in the classroom (Boehm, 1972)

To summarize the literature review, while some positive effects of ECA on language learning have been described in literature, there is little experimental proof of these claims; and virtually no studies are available that would address the learners' attitudes to ECAs. We did not find any comparative studies of ECAs. Since many aspects of the language learning process are culture-specific, it is expected that a cross-cultural approach to the investigation of learners' attitudes to ECAs would yield a multidimensional note to the investigation. Based on the surveyed history and types of ECAs in Russia and Canada, it is possible to expect some common features as well as some differences in the scope of and attitudes to ECA across the samples.

The first major goal of this research study was to identify and compare the array of extracurricular activities offered to university students in Russia and Canada. The second goal was to describe and compare across the two samples (Russian and Canadian) the perceived impact of extracurricular activities on the foreign language learning, student motivation, attitude to programs and language fluency. These goals have determined the following Research Questions:

1. What are the students' and instructors' experiences with language-oriented extracurricular activities in Russian and Canadian universities?
2. How do students see the impact of different kinds of extra-curricular activities on their language learning?
3. How do language instructors see the impact of language-oriented extracurriculars on their students' language acquisition?

II. Methodology

This chapter describes and justifies the methods chosen to conduct the research project that looked at the role of extracurricular activities in language learning in university settings in Canada and Russia.

II.1. Questionnaire survey

A questionnaire survey was selected as a method for investigating the views of students and instructors. This choice was determined by the following reasons. First, within the limited time framework of the study, the questionnaire survey method allows the researcher to gather more data than would be possible in a one-to-one interview (Dörnyei, 2010). Second, the questionnaire survey helps to validate the research study and to make it more reliable. Finally, the questionnaire method also allows the use of computer software (SPSS - «Statistical Package for the Social Sciences») which contributes to cost-effectiveness of the method (Dörnyei, 2010).

Questionnaire construction

The questionnaire was designed to reflect the goals of the study. Some previous cross-cultural questionnaire studies of student attitudes (Makarova and Ryan, 1997) were employed in the questionnaire design. The questions related to learners' motivation were informed by Dörnyei (2001) (p.261-264) and by Clement et al. (1994).

Two versions of the questionnaire were designed: one aimed at student respondents and the other at instructor respondents.

The questionnaire for language instructors consisted of 13 personal data (demographic) questions and **17** research questions. Students' Questionnaire consisted of 9 personal data questions and **39** research questions.

Demographic questions:

- *Format:* the questionnaires included close-ended (gender and age group) and open-ended questions about languages the respondents learn (for students) or teach (for teachers), in which university, for how long etc. The question about age was formatted in instructors' questionnaire as close-ended (with age groups provided for selection), because some instructors might feel uncomfortable identifying their age. However in students' questionnaire this question was open-ended.

- *Content:* the demographic questions about age and gender were asked in order to search for possible correlations between these factors and the respondents experience with and attitudes to ECAs. The personal data questions were also used to inform the researcher of the instructors and students profile. Students were asked about the program they are in, their major, year of study, college, and native language.

Research questions:

- *Format:*

Instructors' questionnaire included 3 question/answer tables to be filled out by participants, 6 multiple choice, 23 YES/No questions and 9 open ended questions. Students' questionnaire also included 5 tables requiring answers about the language classes students are attending at the moment or have previously attended, their level and place of studying. There were also 51 YES/NO questions with follow-up open-ended questions requesting details or justifications; 8 open-ended questions, and 5 multiple choice questions. In addition, four sets of questions allowed students to rate their interest and motivation in studying the language following Likert scales.

- *Content:* In both students' and instructors' questionnaires, open questions were used to gather information on instructors' and students' experience with language-oriented extracurricular activities, while multiple choice questions together with the Likert scale questions were used to gather information on the impact of those activities on students' language learning and motivation.

Open questions allowed students and instructors to describe in a free format their attitudes to extracurricular activities and make suggestions about ways of improving them without being influenced by any preconceived ideas. Gathering information on students' and instructors' suggestions regarding the language-oriented extracurriculars organized on campus informed the researcher of the expectations of students and instructors on extracurricular work which in turn helped to identify the possible improvement in organizing language-related extracurriculars.

The students' and instructors' questionnaires in English and Russian are attached in Appendices B and C.

Questionnaire distribution

The aim of the survey was to obtain the views of university students who study foreign languages on different levels and of their language instructors in Canada and Russia, so participants were recruited among students enrolled in foreign language classes and language instructors in universities of Canada and Russia.

Purposive sampling was chosen over random sampling as within the limited resources of the project, only purposive sampling guaranteed a response from a group of students who have been exposed to foreign language classes and related extracurricular activities. Purposive sampling ensured that the feedback was obtained from a cross-section of students of different ages, gender and ethnicity. The requirement for participation was taking language classes at the moment of questionnaire distribution or having taken them in the past. Recruitment advertisements posted on university websites and distributed by university e-mail were used to recruit the subjects (see Appendix 1). The questionnaires were printed as black and white texts with no images. The procedures followed the Research Ethics requirements by the University of Saskatchewan Behavioural Research Ethics Board. The study was approved by the Behavioural Ethics Board of the University of Saskatchewan. Before filling in the questionnaire, the subjects signed the consent form.

II.2. Data processing

Data collected from questionnaires entries (multiple choice, Lickert scale, yes/no questions) were entered on and analyzed with the help of computer software program SPSS (see qualitative results section). Open-ended questions were analyzed with the key word procedure: key words were extracted from open-ended questions, entered on SPSS charts as texts, and the frequencies of entries were calculated (see qualitative results). Demographic data was analyzed with the help of frequencies analysis in SPSS. To investigate associations between the variables, a Spearman correlation was chosen due to skewness of the data. In addition, Chi-square analysis was used to find out whether the differences across samples (Russian and Canadian) were statistically significant. Due to the amount of missing data for some sections of questions we did not draw conclusions from these results, because these data are not reliable.

II.3. Sample distribution

A total of 133 completed surveys constituted the data pool in the study. The participants included students and language instructors in University of Saskatchewan, Simon Fraser University and University of British Columbia in Canada; and Novosibirsk State University and Moscow Pedagogical State University in Russia.

Subject Characteristics: students' sample

The total of 119 students participated in the questionnaire study. The sample distribution by age and gender is represented in the Table II.1 below.

Table II.1. Students' sample distribution by gender (%) and age (average age and range)

	Gender (%)			Age (years)	
	F	M	Other	Average	Range
Canadian	8.8	5.3	5.9	22.0	18-46
Russian	9.7	0.3	0	20.3	17-23

Most respondents in the sample are female, which reflects the realities of student population in language classes. Although there was a higher Women/Men ratio in the Russian data subset, and Canadian students are on the average 2 years older than Russian ones, these differences are not statistically significant (for gender, $\chi^2=16.305$, $N=119$, $df(2)$, $P=.211$ Asymp. Std. Error (.098); and for age, $\chi^2=28.588$, $N=119$, $df(12)$, $P=.298$ Asymp. Std. Error (.056)).

The total number of students participating in the study from Canada was 51 from University of Saskatchewan (46) and Simon Fraser University (5). At the time the questionnaire was conducted, the students completed on the average 2.6 years of university studies. They majored in English (3), Linguistics (13), Psychology (1), Microbiology (2), German (1), Computer science (6), Native Studies (1), Finance (1), Anthropology (1), Business economics (2), Political studies (1), Philosophy (1), Biochemistry (2), Physiology (1), History (1), Environmental Science and Urban Planning (1), Sociology (1), Food science (2) and Kinesiology (1).

In the Russian sample, the number of student participants was 68 from Novosibirsk state University (58) and Moscow Pedagogical State University (10). They were on the average in their 3rd year of studies, and majored in either Modern languages and translation (58), or in education and psychology with a second major in foreign language teaching (English) (10).

Canadian student participants reported taking the following languages in their universities: French (25.5 %), German (19.6%), Russian (15.7%), Spanish (7.8%), Japanese (7.8%), Ukrainian (5.9%), and Latin (2%).

In Russia, university students learnt English (100%), German (25%), French (2.9%), Chinese (2.9%), Spanish (1.5%) and Dutch (1.5%). Among other languages mentioned in the questionnaires as either previously studied or to be possibly taken in future were Kazakh, Latin, Italian, Japanese, Moldovan and Yakut.

Subject Characteristics: Language Instructors

The total of 14 language instructors participated in the questionnaire study. The sample distribution by age and gender is represented in the Table II.2 below.

Table II.2. Instructors' sample distribution by gender and age (age groups). The numbers represent the actual number of respondents; the percentage is given in brackets.

	Gender		Age groups				
	Male	Female	20-29	30-39	40-49	50-59	
Russian subjects	1 (10%)	9 (90%)	2 (20%)	1 (10%)	4 (40%)	3 (30%)	
Canadian subjects	1 (25%)	3 (75%)	0	3 (75%)	0	1 (25%)	

The average age of Russian participants is higher as compared to the Canadian sample, where only one participant was over 50 years old. The majority of participants in both countries are female. There is no significant difference between the samples from the two by age and gender (for gender, $\chi^2=6.650$, $N=14$, $df(3)$, $P=-.132$ Asymp. Std. Error (.250) and for age, $\chi^2=.525$, $N=14$, $df(1)$, $P=-.194$ Asymp. Std. Error (.293)).

III. Results

III.1. Results for the students' sample

1. Language learning background

The questionnaire contained three questions related to the students' background knowledge: '*Are you exposed to the foreign language outside classroom?*' '*Are you thinking about taking language courses in the University in the future?*' '*Are you trying to learn/improve the Foreign Language outside classroom/beyond your homework?*' Affirmative responses to these questions by subject group are represented below in Table III.1. Russian subject group displays higher percentage of affirmative answers to these questions as compared to the Canadian group, i.e., Russian students are more exposed to the language outside the classroom, they are more willing to take language courses in future, and they are more likely to work on their foreign language outside the classroom. However, these differences across the subject groups are not significant for the given sample. The results of the Chi-square test for these questions are the following: for *exposure*, $\chi^2=3.058$, $N=119$, $df(2)$, $P=.138$ Asymp. Std. Error .093.; for *language classes in the future*, $\chi^2=2.100$, $N=119$, $df(3)$, $P=.016$ Asymp. Std. Error .094.; and for *improving language on their own*, $\chi^2=4.400$, $N=119$, $df(2)$, $P=.125$ Asymp. Std. Error .095.

Table III.1. Subjects' responses to language learning background questions (% affirmative answers)

Percent responses	Exposure	More language classes in the future	Trying to improve on their own
Canadian	80.4%	76.5%	74.5%
Russian	91.2%	80.9%	88.2%

2. Travelling to the country of the target language

The answers to questions '*Have you ever been to the country of the target language?*' and '*Would you like to go there in the future?*' are represented below in Table III.2:

Table III.2. Subjects' responses to questions about travelling to the country of the target language.

	<i>Travelled before</i>	<i>Would like to go in the future</i>
Russian subjects	25%	98.5%
Canadian subjects	33.3%	92.2%

Canadian students show more *experience of travelling to the country of the target language*. This might be partly explained by the fact that 25.5% of the participants are taking French classes, and since it is one of the official languages in Canada, they have more opportunities to travel and study in Quebec. Interestingly, fewer Canadians want to *travel again*, and more Russian students express interest in subsequent travel. These differences across the subject groups are not significant for the given sample (for previous experience travelling to the country of the target language: $\chi^2=1.653$, $N=119$, $df(2)$, $P=.056$ Asymp. Std. Error .092; and for intention to travel in the future: $\chi^2=1.463$, $N=119$, $df(2)$, $P=.000$ Asymp. Std. Error .098).

3. Subjects' experience with ECA

Four questions addressed the subjects' *participation in ECA* and their *awareness of ECA*: '*Have you ever participated in any language oriented extra curriculum activity?*', '*Would you like to participate in any language-oriented extracurriculars in the future?*', '*Would you like to keep attending different language oriented extracurricular activities at the University?*', and '*Do you know any language oriented extra curriculum activities being organized at the University?*'. The subjects' affirmative responses to these questions are represented in Table III.3.

In both countries, around 1/3rd of respondents *participated in the ECA*. The frequency of participation is slightly higher for the Canadian sample, but the difference is not significant ($\chi^2=.209$, N=119, df (1), P=.042 Asymp. Std. Error .092). More Russian than Canadian respondents express *interest in participation in ECA in future*; the difference is not significant for the given sample ($\chi^2=.385$, N=119, df (2), P=.027 Asymp. Std. Error .093).

Of those students who did have experience participating in the ECAs, most Canadian respondents want to *continue their involvement* (60.8%), whereas only 23.5% of Russian respondents are *interested in continuing with ECAs* (the difference is **significant** at $\chi^2=99.982$, N=119, df (2), P=.835 Asymp. Std. Error .031 see Table 1 in Appendix D). Twice as many Russian students are aware of ECA activities conducted in their universities as compared to Canadians (the difference is not significant though $\chi^2= 11.010$, N=119, df (2), P=.192 Asymp. Std. Error .096)

Table III.3. Subjects' responses to questions about participation in the ECA (% affirmative answers)

Percent responses	<i>ECA participation</i>	<i>Interest in ECA participation in future</i>	<i>Continue with ECA</i>	<i>Knowledge of ECA</i>
Canadian	33.3	84.3	60.8	33.3
Russian	29.4	88.2	23.5	61.8

Language club membership

Only 7.8% of Canadian and 10% of Russian participants claimed to be members of a language club. It shows that in both countries the involvement of students in language-related ECA is quite low. There is no significant difference across samples ($\chi^2= .989$, N=119, df (2), P=.079 Asymp. Std. Error .082).

4. Correlations

To investigate if there was a statistically significant association between any of the variables expressing students' learning background, experience travelling to the country of the target language, experience with ECA, as well as between these and demographic factors, correlations were computed. Spearman correlation was chosen due to skewness of the data. Only the correlations that are statistically significant are reported below.

Factor correlations, the Russian sample: ECA participation and interest in taking FL classes:

The test showed that there is a weak positive correlation between the subjects' *participation in the ECAs* and their *interest in taking more foreign language classes in future*, i.e., students who participate in ECA are more likely to take more foreign language classes in the future, which can be explained by higher level of motivation of these students ($r=.265$, $p=.029$ refer to Table 1 in Appendix E).

Factor Correlations, the Canadian sample: age and individual work on FL acquisition

In the Canadian sample, we observed a medium strength negative correlation between reported efforts *to improve language skills individually outside the classroom* and the *age of respondents*. This correlation shows that younger students tend to spend more time outside of classroom trying to improve their language skills as compared to older students ($r=-.467$, $p=.001$ table 2 in Appendix E)

III.1.1. Students' opinions

Students' opinions about different types of in-class activities:

The results showing students' ranking of different activities in language classes are reported below in Table III.4. The Table represents the averages of the activities ranking with a Likert scale from 1 to 5

(where 1 is ‘not useful at all’, 2 – ‘of little use’, 3 – ‘somewhat useful’, 4 – ‘useful’, 5 – ‘very useful’). Table III.4 also shows significance of the differences between the Canadian and Russian ranking of every activity, the differences in rankings across the Canadian and Russian subject groups are highlighted in the table in bold script.

Table III.4. Students’ responses to ranking of different activities in language classes

Variable	Country Ranking Means	Asymp. Sig. (2-tailed)
<i>Listening to the teacher</i>	Russian 4.4 Canadian 4.3	.295
<i>Grammar Exercises</i>	Russian 4.2 Canadian 4.2	.947
<i>Vocabulary Exercises</i>	Russian 4.6 Canadian 4.4	.077
<i>Language Games</i>	Russian 3.9 Canadian 3.8	.695
<i>Talking to other students</i>	Russian 4.6 Canadian 4.2	.023
<i>Correction of mistakes by the teacher</i>	Russian 4.3 Canadian 4.4	.922
<i>Homework</i>	Russian 4.2 Canadian 4.1	.282
<i>Watching videos</i>	Russian 4.3 Canadian 3.4	.000
<i>Listening to records</i>	Russian 4.3 Canadian 3.8	.001

<i>Making presentations</i>	Russian 3.8 Canadian 3.4	.055
Total average	Russian 4.3 Canadian 4.0	

As the Table III.4 shows, all the activities are rated by both subject groups as somewhat useful, useful or very useful. The highest ranking activities for the Russian students are *vocabulary exercises, talking to other students* and *listening to the teacher*, and for Canadian students -- *vocabulary exercises, correction of mistakes by the teacher* and *listening to the teacher*.

Because the variables were ordinal and variances unequal, Mann-Whitney U tests were performed to compare the responses across the subject groups. Table 1 in Appendix F shows that there is a significant difference between Russian and Canadian students in rating *listening to records* (.001), rating *watching videos* (.000) and rating *talking to other students* (.023).

Students' Opinions about ECA

1. Organizing ECA

The subjects' answers to the question who, in their opinions, is in the best position to organize ECA, are represented below in Table III.5.

Table III.5. Subjects' responses to the question about the best organizers of ECA activities

Who should organize ECA	% responses by Canadian subjects	% responses by Russian subjects
Students	51	60.3
Faculty	47.1	89.7
Tutorial leaders	41.2	14.7

While both subject groups agree that students should be largely responsible for organizing ECAs, Russian subjects put more emphasis on the faculty involvement in the ECAs, and only 14.7% of Russian respondents (as opposed to 41.2% Canadian) believe that tutorial leaders should be organizing ECAs.

2. Ratings of different types of ECA

The rankings of different types of ECAs by the two subject groups are represented below in Table III.6. As Table III.6 shows, all ECAs were positively evaluated by both Canadian and Russian subjects as being important (all average entries are above 3.2 on a 5-point Lickert scale). However, Russian subjects tend to rank all the ECA activities higher than Canadian subjects (significant differences in rankings across the subject groups are highlighted in bold in Table III.6). Both subject groups agree that trips are the most important kind of ECAs. For Canadian subjects, the next most effective ECAs are *movie nights* and *language retreats*, whereas for the Russian subjects, *Skype & videoconferencing*, *theme parties* and *movie nights* are the next most favored activities.

Table III.6. Students' ratings of different types of ECA.

Types of ECA	Country Rankings Mean	Asymp. Sig. (2-tailed)
<i>Language retreats</i>	Russian 3.8 Canadian 3.6	.079
<i>Competitions and games</i>	Russian 3.6 Canadian 3.3	.174
<i>Skype and videoconferences</i>	Russian 4.3 Canadian 3.2	.000
<i>Trips</i>	Russian 4.7 Canadian 4.2	.000
<i>Magazines and newspapers</i>	Russian 4 Canadian 3.3	.000
<i>Theme parties</i>	Russian 4.2 Canadian 3.2	.000
<i>Book club</i>	Russian 3.8 Canadian 3.3	.085
<i>Movie nights</i>	Russian 4.2 Canadian 3.9	.041
<i>Language lunch</i>	Russian 4.1 Canadian 3.5	.001
Total average	Russian 4.1 Canadian 3.5	

Because the variables were also ordinal and variances unequal, Mann-Whitney U tests were performed again to compare two counties. Table 2 in Appendix F shows that there is a significant difference between students from Russia and Canada in ratings of *language lunch* (.001), *Skype and videoconferences* (.000), *trips* (.000), *magazines and newspapers* (.000), *theme parties* (.000) and *movie nights* (.041).

3. The effects of the ranked ECA on language acquisition

The subjects' answers to a question about the usefulness of identified ECAs are represented in Table III.7 below.

Table III.7. Subjects' responses to usefulness of particular ECAs

	YES	NO	Missing data
Russian	98.5%	0	1.5%
Canadian	86.3%	3.9%	9.8%

Slightly more Russian participants said that they find these ECA useful as compared to the Canadian sample. However, the results of chi-square test indicate that there is no significant difference between the given samples ($\chi^2 = 7.150$, $N = 119$, $df (2)$, $P = .085$ Asymp. Std. Error .101).

4. Reported impact of ECA on language learning.

The data reported in this section come from the respondents' answers to a group of questions addressing their perceived impact of ECA on language acquisition in general and on its specific aspects.

The subjects' answers to the questions about the *impact of ECA on their language skills in general* are represented below in table III.8.

As shown in Table III.8, almost all Russian and Canadian subjects who answered this question reported that ECA had some *impact on their language learning*. However, about half of the Canadian subjects did not answer this question. The difference between the responses of Canadian and Russian subjects is insignificant ($\chi^2=4.622$, $N=119$, $df(2)$, $P=.157$; Asymp. Std. Error .092).

The next set of questions was aimed at the perceived impact of ECAs on specific language skills (refer to Table III.8 below):

- '*Have you noticed any impact of ECA on your knowledge of grammar?*'

More Canadian than Russian students found ECA useful for their knowledge of grammar, however, the results of Chi-square test indicate that there is no significant difference between the samples ($\chi^2=46.642$, $N=119$, $df(2)$, $P=.611$; Asymp. Std. Error .065.)

- '*Have you noticed any impact of ECA on your vocabulary?*'

More Canadian than Russian respondents noticed some impact of ECA on their vocabulary, however, due to the missing data, the chi-square test showed no difference across samples ($\chi^2=41.370$, $N=119$, $df(2)$, $P=.552$; Asymp. Std. Error .072)

- '*Have you noticed any impact of ECA on your language fluency?*'

Again, more Canadian than Russian students found ECA useful for their language fluency, but we cannot say that this difference is significant due to the large amount of missing data ($\chi^2=44.103$, $N=119$, $df(2)$, $P=.567$; Asymp. Std. Error .070).

- '*Have you noticed any impact of ECA on your knowledge of target culture?*'

While almost all the Russian subjects who answered this question report that ECAs had an *effect on their knowledge of target culture*, only 2/3rds of Canadian respondents report the effect. The

difference, however is not significant due to the large amount of missing data ($\chi^2=47.447$, $N=119$, df (2), $P=.621$; Asymp. Std. Error .060)

- *‘Have you noticed any impact of ECA on your communicative abilities?’*

No significant difference across the samples was observed in the responses to this question due to the large amount of missing data ($\chi^2=42.120$, $N=119$, df (2), $P=.568$; Asymp. Std. Error .069)

- *‘Have you noticed any impact of ECA on your attitude towards the target language?’*

No significant difference across the samples was observed in the responses to this question due to the large amount of missing data ($\chi^2=43.673$, $N=119$, df (2), $P=.592$; Asymp. Std. Error .065)

- *‘Have you noticed any impact of ECA on your motivation to study the language?’*

No significant difference across the samples was observed in the responses to this question due to the large amount of missing data ($\chi^2=41.581$, $N=119$, df (2), $P=.557$; Asymp. Std. Error .071)

Table III.8. Subjects’ responses about the perceived impact of ECA on specific language skills

Skills	Russian			Canadian		
	YES	NO	Missing data	YES	NO	Missing data
<i>Language skills in general</i>	98.5%	0	1.5%	47%	2%	51%
<i>Grammar</i>	20.6%	4.4%	75%	49%	37.3%	13.7%
<i>Vocabulary</i>	20.6%	4.4%	75%	62.7%	21.6%	15.7%
<i>Language fluency</i>	20.6%	4.4%	75%	64.7%	21.6%	13.7%
<i>Knowledge of target</i>	23.5%	1.5%	75%	58.8%	27.4%	13.7%

<i>culture</i>						
<i>Communicative abilities</i>	20.6%	4.4%	75%	56.9%	27.4%	15.7%
<i>Attitude towards the target language</i>	22.1%	2.9%	75%	54.9%	29.4%	15.7%
<i>Motivation to study the language</i>	20.6%	4.4%	75%	60.7%	23.5%	15.7%

5. Correlations:

To investigate if there was a statistically significant association between the variables expressing experience with ECA, perceived effects of ECA and motivation towards studying languages, correlations between these variables were computed. Spearman correlation was chosen due to skewness of the data. The test showed that there is correlation between the following variables.

The Russian sample:

Factor correlations: language club membership and ECA participation (Table 3 in Appendix E):

There is correlation between *the language club membership* and *ECA participation* ($r=.258$, $p=.034$), which means that being a member of a language club gave students opportunities to participate in ECA, although not all of them did.

Factor correlations: intention to participate in ECA in the future and perceived usefulness of ECA (Table 4 in Appendix E):

The test showed that there is correlation between the students' *intention to participate in ECA in the future* and *them finding ECA useful for their language acquisition* ($r=.367$, $p=.002$). This shows

that students who found ECA useful for their language studies are more likely to participate in ECA, they want to learn more.

Factor correlations: club membership and perceived usefulness of ECA (Table 5 in Appendix E):

There is also a correlation between the *club membership* and *finding ECA useful for language acquisition* ($r=.373$, $p=.002$); this shows that language club members are actually more likely to participate in ECA that will be useful for them, or that ECA organized within the club turned out to be more effective for language acquisition.

The Canadian sample:

Factor correlations: language club membership and ECA participation (Table 6 in Appendix E):

Similarly to the Russian sample, the Canadian data also exhibit a correlation between the club membership and ECA participation ($r=.413$, $p=.003$); members of a club are more likely to participate in ECA, or students who participate in ECA are more likely to join the club.

Factor correlations: intention to keep attending ECAs and intention to participate in other ECAs (Table 7 in Appendix E):

There is a positive correlation between students' intention to keep attending ECAs (the ones they already have experience with) and their intention to participate in other ECAs (offered anytime in the future) ($r=.290$, $p=.039$); which meant that students who already have experience participating in ECA want to keep attending the same activities and sign up for something new.

III.1.2. Students' Motivation

The next section of the questionnaire was aimed at estimating the overall level of learners' motivation to study foreign languages and at identifying their attitudes towards their target country. Students were asked to express whether they agree or disagree with some given statements by rating them from 1 (Strongly disagree) to 5 (Strongly agree).

The ratings of statements about motivation are represented in Table III.9.

Table III.9. Students' ratings of statements about motivation

Statements	Country Ratings Mean	Asymp. Sig. (2-tailed)
The country of the target language plays an important part in the world	Russian- 4.4 Canadian – 4.1	.001
I would like to know more about the people of the target language and country	Russian – 4.3 Canadian – 4.1	.035
Participation in language-oriented extracurricular activities plays important role in my foreign language learning	Russian – 3.9 Canadian – 3.4	.009
I think I have a good sense for foreign languages	Russian- 4.1 Canadian – 3.9	.014
If I spoke foreign language I could do a more interesting job	Russian– 4.3 Canadian – 4.2	.202
The more I learn the language, the more I like its country, culture and people	Russian – 4 Canadian – 4.1	.590
Foreign language proficiency is important to me	Russian –4.6 Canadian – 4.2	.002
Learning foreign language often makes me happy	Russian – 3.8 Canadian – 4.4	.018
Learning foreign language often gives me a feeling of success	Russian – 4.1 Canadian – 4.3	.537
Learning foreign language is an exciting activity	Russian – 4.1 Canadian – 4.5	.036

For me learning foreign language is a hobby	Russian – 3.4 Canadian – 3.7	.380
I learn foreign language for: Understanding culture of the country of the target language	Russian – 4.2 Canadian - 4	.123
Keeping in touch with friends/relatives who live in the country of the target language	Russian – 3 Canadian – 3.3	.407
Making friends with people from the country of the target language	Russian– 4.2 Canadian – 3.9	.049
Working in the country of the target language	Russian – 4 Canadian – 3.7	.034
Business or study trips to the country of the target language	Russian – 4.1 Canadian – 3.9	.080
Travelling to the country of the target language as a tourist	Russian – 4.2 Canadian – 4.1	.254
Reading literature in the foreign language	Russian – 3.9 Canadian – 3.4	.006
Doing my job/profession	Russian – 4.3 Canadian – 3.2	.000
Total average:	Russian - 3.9 Canadian - 3.8	

The most important motivational factor for the Russian students is the importance of foreign languages for their future job/profession. Canadian students learn foreign languages firstly because they want to travel to the country of the target language as tourists, and secondly, to understand the culture of the country of the target language. The most important motivational factor for them is the excitement of learning a foreign language.

The least important motivator for the Russian respondents is having foreign language studies as a hobby, and the least important reason to study language is for keeping in touch with friends/relatives who live in the country of the target language.

For Canadian respondents the least important motivational aspects are ECA, and the least important reason to study language is for their job/profession.

There is statistically significant difference between the answers of Russian and Canadian students to the ratings of the following statements:

The country of the target language plays an important part in the world (.001)

I would like to know more about the people of the target language and country (.035)

Participation in language-oriented extracurricular activities plays important role in my foreign language learning (.009)

I think I have a good sense for foreign languages (.014)

Foreign language proficiency is important to me (.002)

Learning foreign language often makes me happy (.018)

Learning foreign language is an exciting activity (.036)

I learn foreign language for:

Working in the country of the target language (.034)

Reading literature in the foreign language (.006)

Doing my job/profession (.000)

Making friends with people from the country of the target language (.049)

Refer to Table 3 in Appendix F for Mann-Whitney U test results.

III.1.3. Qualitative results:

Throughout the questionnaire students were given an opportunity to explain some of their responses and comment on them. Table III.10 summarizes the entries to some of these questions:

- *What kind of activities in a foreign language class do you enjoy the most?*
- *Are you trying to learn or improve your foreign language skills outside of classroom?*
In what way?
- *What kind of activities in a foreign language class do you dislike?*
- *Do you think that ECA will be/were useful for your language acquisition? If yes, in what way?*
- *Have you noticed any impact of ECA on your personality?*
- *Have you noticed any impact of ECA on your interest in the country?*
- *Have you noticed any impact of ECA on your interest to the culture?*
- *Have you noticed any impact of ECA on your motivation towards studying the language?*
- *Would you like to learn more about... (details)*
- *Did you have any problems with ECA?*

Table III.10. Students' answers to open-ended questions (from most frequently mentioned to least):

Question	Russia	Canada
<i>What kind of activities in a foreign language class do you enjoy the most?</i>	Discussions (39) Translation (29) Creative (25) Dialogues (20) Presentations (16) Speaking (14) Games (12) Vocabulary (11) Watching videos (7) Projects (7)	Speaking (23) Cultural (19) Grammar (11) Translation (9) Discussions (9) Writing (7) Reading (6) Games (5) Semantics, vocabulary (5) Role-play (4)

	Reading (6) Pronunciation practice (3) Grammar (3) Compositions (3) Cultural (3)	Watching videos (4) Compositions (3) Presentations (2) Musical (2)
<i>Are you trying to learn or improve your foreign language skills outside of classroom? In what way?</i>	Read books (44) Watching movies (41) Talking to native speakers, friends (28) Online (7) Listening to the music (6) Exchange programs, internships (1) Travel (1) Skype (1)	Talking to native speakers, friends (25) Watching movies (17) Listening to the music (17) Find jobs in foreign language (9) Online (8) Exchange programs (5) Read books (4) Travel (4)
<i>What kind of activities in a foreign language class do you dislike?</i>	Vocabulary (11) Grammar (9) Translation (8) Monotonous, lectures (5) Memorizing texts (4) Games (3) Listening to audio (2) Tests, exams (1)	Speaking – I'm shy (5) Making presentations (4) Homework (4) Grammar (4) Poorly organized (2) Not inviting to interact (2) Reading (2) Exams (2) Monotone lectures (1) Compositions (1)
<i>Do you think that ECA will be/were useful for your language acquisition? If yes, in what way?</i>	Practice more (21) Learn more (19) Strengthening of comprehension (15) Broaden vocabulary (14) Give confidence (11) Easier to memorize words,	Practice more (21) More immersive and interactive environment (13) Force me to communicate (11) Exposure helps (10) Give confidence (9) Strengthening of

	<p>rules (11)</p> <p>Motivates me (10)</p> <p>Expands scope of vision (9)</p> <p>Communicative skills develops (7)</p> <p>Gain experience (7)</p> <p>Creative skills (6)</p> <p>Public speaking skills improvement (5)</p>	<p>comprehension (8)</p> <p>Broaden vocabulary (7)</p> <p>Positive impact (7)</p> <p>Easier to memorize words, rules (5)</p> <p>Learn more (4)</p> <p>Hear different accents (1)</p>
<i>Have you noticed any impact of ECA on your personality?</i>	<p>Public speaking skills improvement (27)</p>	<p>Become more interactive, outgoing (7)</p> <p>More comfortable in group settings, less nervous (3)</p> <p>Change me (3)</p>
<i>Have you noticed any impact of ECA on your interest in the country?</i>	<p>More interested (21)</p> <p>Want to visit (20)</p>	<p>For the better (7)</p> <p>Major (2)</p>
<i>Have you noticed any impact of ECA on your interest to the culture?</i>	<p>Want to learn more (14)</p>	<p>More interested (10)</p> <p>How it differs from others (5)</p> <p>More awareness means more acceptance (1)</p> <p>I was always fascinated by other cultures (1)</p> <p>Increasing knowledge (1)</p>
<i>Have you noticed any impact of ECA on your motivation towards studying the language?</i>	<p>More motivated (18)</p>	<p>More motivated (9)</p> <p>Make me pay more attention (because ECA are interesting and intriguing) (3)</p> <p>The better you communicate, the more you enjoy the language (2)</p> <p>More determined (2)</p> <p>Want to learn more (1)</p>

<i>Would you like to learn more about... (details)</i>	Culture, traditions (9) Everyday life (8) Holidays (7) Food (5) History(3) Immigration opportunities (3) Places of interest (3) Mentality (3) Ethics and moral values (2) Folklore, mythology (1) Student life in the target country (1)	Learning more about your heritage background (2) Art (1) Physical geography (1) Food (1) Religion and beliefs (1) Culture (1)
<i>Problems with ECA</i>	More ECAs organized (8) Invite more native speakers (6) Technical support (4) Advertising (3) Lower prices (1)	Hard to understand native speakers (4) Bad organization (2) Needs more advertising (2) Hard to attend because of schedule (1) Hard to speak (1)

The results show that in both countries students mostly enjoy communicative activities (discussions and speaking). Interestingly, Russian students don't pay that much attention to activities with cultural content, whereas Canadian students mentioned them a lot throughout the questionnaire. Another difference between students of 2 countries is seen while they try to practice and improve their language skills outside of classroom. Students from Canada spend more time talking to friends and native speakers in the target language while Russian students tend to study alone with the help of books.

In regards to in-class activities students don't like, Russian participants showed that vocabulary and grammar exercises (primarily used in Russian textbooks) are their least favourite. Canadian students, however, demonstrated a concern of a totally different nature, most of them answered that

they feel uncomfortable speaking in class due to shyness. This might show that Canadian students have more opportunities to communicate and practice language during in-class activities, and, for some of them, it can be even too much.

In both countries participants expressed their enthusiasm about practicing their target language more during extracurriculum activities.

The question of impact of ECA on personality of students showed the differences between ECA in Russia and Canada. In Russia the majority of students wrote about public speaking skills (due to the popularity of conference meetings, contests and other public activities) and in Canada students mostly wrote about becoming more confident, interactive and outgoing, which shows that the ECA they had experience with were mostly communicative, informal and held in a friendly relaxed environment.

The question "Would you like to learn more about..." was aimed to look at specific expectations and interests of students in 2 countries, and these interests proved to be quite different: while Russian students are eager to know more general information about everyday life, traditions, holidays and food, etc., Canadian students are more interested to find out about their own heritage background (since many of them come from immigrant families in different generations).

The problems with ECA named also differ across sample. Russian students expect more ECA organized, more native speakers invited and better technical support, while Canadian students struggle with understanding while talking to native speakers and organization of activities in general.

III.2. Results of language instructors' questionnaires

Language instructors both in Canada and Russia were asked to answer questions from the Instructors' questionnaire. In addition to demographic questions, they were asked about their professional experience and opinions about ECA. No significant difference between samples was observed due to a small number of subjects.

1. Professional characteristics

The participating instructors were asked the following questions about their professional experience:

- *For how many years have you been a language professor/instructor in the University where you are currently employed?*

Table III.11. Subjects' response to how long have they been teaching

	1-2 years	4-5 years	More than 10 years
Russian subjects	1 (10%)	1 (10%)	8 (80%)
Canadian subjects	3 (75%)	1 (25%)	

The majority of Russian language instructors have been working in the university where the study was conducted for over 10 years. In Canada most (75%) instructors are rather new to the university, and have been working there for less than 3 years.

2. Experience with ECA (Research Question 1)

A number of questions in the questionnaire were devoted to the experience of instructors with ECAs.

The instructors' responses to these questions are reported in this section.

Do you personally organize any language-oriented extracurricular activities in present?

The instructors' responses to this question are reported below in Table III.12.

Table III.12. Subjects' responses to ECA organization at present.

	YES	NO	Missing data
Russian subjects	6 (60%)	3 (30%)	1 (10%)
Canadian subjects	3 (75%)	1 (25%)	

The majority of instructors in both countries have experience organizing ECA. In Canada, however, the percentage is higher, although there is no significant difference.

- *Have you ever personally organized any language-oriented extracurricular activities in the past?*

In Canada 50% of participants answered to this question positively and 50% - negatively. In Russia 100% of instructors answered YES. Although there is no significant difference, however, we can say that Russian instructors, due to the long period of their work in the participating university, have organized more ECA in the past.

- *Do you help other instructors or students with organizing any language-oriented extracurricular activity?*

Table III.13. Subjects' responses to ECA help

	YES	NO	Missing data
Russian subjects	7 (70%)	2 (20%)	1 (10%)
Canadian subjects	2 (50%)	2 (50%)	

A bigger percentage of Russian instructors have helped their colleagues or students to organize ECA at some point during their work in the university, and the reason for this difference again might be in their seniority.

- *Do you participate in any kind of language-oriented extracurricular activity organized by another instructor or students?*

Table III.14. Subjects' response to ECA participation

	YES	NO
Russian subjects	9 (90%)	1 (10%)
Canadian subjects	2 (50%)	2 (50%)

As Table III.14 shows, 90% of the Russian instructors and only 50% of Canadian instructors have previously participated in ECA organized by their colleagues, but this difference is insignificant.

- *Do you know any other language-oriented extracurriculars organized in your language section in which you haven't personally participated?*

Table III.15. Subjects' response to knowledge of other ECA

	YES	NO	Missing data
Russian subjects	7 (70%)	2 (20%)	1 (10%)
Canadian subjects		4 (100%)	

All of the participating language instructors from Canada answered that they don't know any ECA organized for their language section by their colleagues or students, except those they organized themselves, helped organizing or participated in.

3. Instructors' opinions about ECA

Similarly to the set of questions in students' questionnaire, we asked the instructors a similar set of questions to evaluate the perceived effects of ECA on specific aspects of language acquisition:

- *Do you think that extracurricular activities have an impact on your students' knowledge of grammar?*

All the Canadian language instructors admit that ECA have a positive impact on students' grammar learning, whereas Russian instructors are less certain about that.

Table III.16. Subjects' response to the questions about their opinions of ECA

Aspects	Russian			Canadian			SIG
	YES	NO	Missing data	YES	NO	Missing data	
<i>Knowledge of grammar</i>	80%	20%		4 (100%)			No
<i>Language fluency</i>	90%	10%		4 (100%)			No
<i>Vocabulary</i>	100%			4 (100%)			No
<i>Cultural acquaintance</i>	100%			4 (100%)			No
<i>Communication abilities</i>	100%			4 (100%)			No
<i>Personality</i>	80%	20%		4 (100%)			No
<i>Attitude towards the language</i>	90%	10%		4 (100%)			No

<i>Interest in the language?</i>	90%	10%		4 (100%)			No
<i>Interest in the culture?</i>	90%	10%		4 (100%)			No
<i>Motivation towards studying foreign languages?</i>	90%	10%		4 (100%)			No

- *Do you think that extracurricular activities have an impact on students' language fluency?*

Both Canadian and Russia samples show that the instructors believe ECAs to be useful for the development of language skills, motivation and personality features.

- *Do you think that extracurricular activities have an impact on students' vocabulary?*
- *Do you think that extracurricular activities have an impact on students' cultural acquaintance?*
- *Do you think that extracurricular activities have an impact on students' communication abilities?*

These three questions were answered affirmatively by all the subjects in both samples. This shows instructors' certainty that ECA have a positive impact on such aspects of language learning as cultural acquaintance, vocabulary and communicational abilities.

- *Do you think that extracurricular activities have an impact on students' personality?*
- *Do you think that extracurricular activities have an impact on students' attitude towards the language?*

- *Do you think that extracurricular activities have an impact on students' interest in the language?*
- *Do you think that extracurricular activities have an impact on students' interest in the culture?*
- *Do you think that extracurricular activities have an impact on students' motivation towards studying foreign languages?*

The entries by Canadian instructors display a consistent belief in the positive impact of ECAs, and Russian sample also projects favorable opinions of ECAs, although with a somewhat lesser certainty.

4. Qualitative results

According to the Canadian instructors, the most entertaining kinds of ECAs are language games, movies and field trips. Russian instructors favor holiday celebrations, seminars with native speakers and competitions.

The ECAs that the instructors believed were the most useful for their students' language acquisition were for the Canadian sample: language clubs, retreats, movies, exchange programs, peer pals, conversational activities and trips. The Russian instructors find the following ECAs most useful: creative events, public speaking, literature club, debates, meetings with native speakers, movies, drama, conferences, linguistics clubs, poetry and phonetics competitions.

Table III.17 represents the subjects' responses to open-ended questions:

- *What kind of activities do you enjoy most in the class you are teaching?*
- *Which activities in the class you are teaching do you dislike?*
- *Do you think that ECA have an impact on your students' language fluency?*
- *Do you think that ECA have an impact on your students' cultural acquaintance?*

- *What kind of ECA do you consider most useful?*

Table III.17. Instructors' answers to open-ended questions (from most frequently mentioned to least):

Question	Russia	Canada
What kind of activities do you enjoy most in the class you are teaching?	Portfolio (3) Spontaneous micro dialogues (2) Presentations (2) Audio tasks (2) Text analysis (2) Crosswords (1) Repetition drills (1) Conferences (1) Reports (1) Creative tasks (1) Analyzing tasks (1) Debates (1) Games (1) Articulation/Pronunciation (1) Round Tables (1) Projects (1)	Games, puzzles (2) Reading (2) Grammar ex-s (2) Listening (1) Cultural (1) Songs (1) Skits (1)
Which activities in the class you are teaching do you dislike?	Drills (1) Translation (1) Lack of communicative activities (1) Exams/Tests (1) Question/Answer sessions (1) Vocabulary explanations (1) Outdated textbook exercises (1)	Exercises from textbook (2) Glossing of sentences – but it's important to do it (1) Language labs (drills) (1)

Do you think that ECA have an impact on your students' language fluency?	<p>Extra practice (4)</p> <p>Important for language fluency (1)</p> <p>Listening comprehension (1)</p> <p>Helps them express their point of view (1)</p> <p>Public speaking skills (1)</p> <p>Communicative skills (1)</p>	<p>Reinforces all aspects, creates positive attitude, arouses interest (2)</p> <p>They interact and learn more vocabulary (1)</p>
Do you think that ECA have an impact on your students' cultural acquaintance?	<p>Positive impact (4)</p> <p>Important for sociocultural competence (2)</p> <p>Some impact (1)</p>	<p>It is difficult to teach, Seeing it happen may help (1)</p> <p>Learn about customs (1)</p>
What kind of ECA do you consider most useful?	<p>Meeting native speakers (3)</p> <p>Competitions in phonetics, poetry, etc. (3)</p> <p>Watching videos (2)</p> <p>Conferences (2)</p> <p>Holiday celebrations (2)</p> <p>Seminar sessions with native speakers (2)</p> <p>Language clubs (2)</p> <p>Creative (1)</p> <p>Talent shows (1)</p> <p>Public speaking competition (1)</p> <p>Literature clubs (1)</p> <p>Debates (1)</p> <p>Drama (1)</p> <p>Videoconferences (1)</p> <p>Meeting exchange students (1)</p>	<p>Meeting native speakers (2)</p> <p>Activity that is fun and current (1)</p> <p>Clubs with cultural and conversational orientation (1)</p>

Among the types of extracurricular activities mentioned by Russian participants (students and instructors together) there were: language club, book club, trips, parties, linguistics centre, holiday celebrations, conferences, meetings with native speakers, seminars, competitions, round tables, online conferences, watching films, discussions, drama club, musical club, cooking club, translation club and others.

And among the types of extracurricular activities mentioned by Canadian participants (students and instructors together) there were: lunch hours, Spanish night, German film night, French Variety show, language retreats, Stammtisch, movie nights, different clubs, exchange programs, meetings with native speakers, field trips, parties, festivals, church activities, Fiestas, International women meetings and others.

IV. Discussion

In this chapter, I will discuss the results of the study comparing the data obtained from the Canadian and Russian samples.

IV.1. Students' responses

The first and second Research Questions of the study addressed the experiences and opinions of students in Russia and Canada in regards to language-related ECA. The results of the study demonstrate that there are certain differences in the kinds of language learning-related ECA organized in Russia and Canada, as well as in students' experiences with and opinions of ECAs. The results are discussed following the order of the Research Questions.

Research Question 1. What are the students' experiences with language-oriented extracurricular activities in Russian and Canadian universities?

The analysis of students' language attitudes showed that both Canadian and Russian students have an exposure to a vast array of language-related activities, and that they find these activities useful for their language and social skills development. On the other hand, the analysis also revealed some differences that may relate to the differences in socio-cultural environments in both countries. Canadian students live in a more multilingual society, and via heritage languages and the second official language of Canada, they are more exposed to target languages. Paradoxically, living in a predominantly monolingual society, Russian students seem more eager to use all the chances they have to practice foreign languages outside of the classroom through the Web or while travelling, and they are also more willing to take more language classes in the future. This higher level of motivation exhibited by Russian respondents may be indicative of the higher validity of foreign language skills in the current Russian job market as compared to Saskatchewan (a predominantly English-speaking part of Canada from where the largest part of my Canadian sample comes from).

Students' answers to open-ended questions also showed that Russian students tend to spend more time trying to improve their language skills on their own, while Canadian students prefer talking to friends and native speakers. This likely reflects lower opportunities of access to native speakers of the target languages in Russia, whereas Canadian universities provide better opportunities for building international connections, and minority language groups residing in Canada yield easier access to native speakers of target language.

Students from both countries pointed out that one of the advantages of ECAs is that they add more practice and contact hours to their language studies. This might be a sign that in-class hours are not enough at least for some of students, and more contact time and practice is something they need for better language acquisition.

The array of extracurricular activities offered to university students in Russia and Canada differs in several ways. Firstly, Russian ECAs are more official and skill-demanding (e.g. conferences, round tables, competitions, etc.), they come from the Soviet pedagogy and do not always reflect modern tendencies. Canadian universities offer more social activities involving the community. These activities have more cultural context behind them: the immigrant community provides students with opportunities to practice language with native speakers informally, on a daily basis. This explains why Russian students seem a little more stressed by grammar and textbook exercises, and Canadian students' answers appear more relaxed and emphasize the social, cultural and communicative aspects of their language learning.

Another specific feature of Canadian ECAs is the involvement of church and feminist societies. In Canada, Catholic schools boards often promote French language education at the secondary level. In Russia, the official education is separated from religious affairs, and the major religious power institution – the Russian Orthodox Church -- is not interested in foreign language study groups. This makes a considerable difference between the educational cultures of two countries

that may affect the scope of ECAs. The same goes for feminist societies which in Russia have not yet penetrated educational organizations on a significant level.

Some of the specific forms of North American ECAs mentioned in literature were not observed in this study. For example, none of the universities involved in my survey had any Greek letter fraternities, and the array of ECAs reported in the study was narrower than the lists mentioned in the available studies of ECAs (e.g., Eccles, 2003; Marsh and Kleitman, 2002; Tenhouse, 2003; Rombokas, 1995; Astin, 1993; Darling, Caldwell, and Smith, 2005; Nebllette, 1940; Mahoney and Cairns, 2003). In Russia, on the other hand, the array was exactly the way it was presented in literature, with only minor modern technological improvements, like online conferences and online excursions.

Canadian students, in general, are more involved in extracurricular work in their target language, and they are more interested in continuing their participation in ECAs. Russian students, however, are less eager to keep attending the ECA they had experience with, although they know demonstrate a twice better knowledge of the ECA activities offered in their university as compared to their Canadian peers. The reason for that might be that Russian students were not quite satisfied by their extracurricular involvement, and were not inspired to participate in more activities in future. However, since they have a strong motivation to study foreign languages overall, they prefer to broaden their foreign language experience on their own, outside of university. This dissatisfaction with ECAs might be caused by the problems that Russian system of education is facing right now. Traditionally, in Russia, authoritarian methods of education were applied in schools, colleges and universities, post-perestroika decentralization of education has created a vacuum in quality methods and materials, so many language teachers are at a loss what to teach and how (Druzhinina, 2009). This lack of sturdy methodological background could explain certain dissatisfaction of students with their language learning in university settings. The framework of the current study did not allow to explore the situation with ECAs in fuller detail. For example, further research is needed to determine

if students attending ECAs in Russia have a chance to choose topics to discuss, whether their participation in ECAs is purely voluntary or is connected to their grades in some way, and whether the scope of topics in ECAs corresponds to their current interest and needs.

The correlations analysis showed that in case of Russian students, the ECA involvement does inspire students to take more foreign language classes in the future.

Research Question 2. How do students see the impact of different kinds of extra-curricular activities on their language learning? What are students' opinions about different activities?

In-class and extracurricular activities received higher ratings in the Russian sample as compared to the Canadian one. In general, Russian students like in-class activities slightly more than Canadian students. Students from both countries prefer vocabulary exercises and conversational practice to language games and presentations.

The differences in the educational settings between Russia and Canada could have also affected the responses to the question who should be organizing ECAs. While Canadian students believe that ECAs are best organized by students and tutors, Russian students think that they should be organized by students or instructors. In general, the system of education in Russia is more authoritarian than the Canadian one, and more significance is given to the figure of an instructor (Davydov & Kerr, 1995). Some recent studies are discussing ways of making Russian education less teacher-centered, e.g., via application of Vygotsky's theory (Davydov & Kerr, 1995). The difference in Canadian and Russian students' opinions on the best potential organizer of ECAs is also caused by the lack of tutorials and tutorial leaders in Russian language classes. Since there is no concept 'tutorial leader' in Russian universities, in the questionnaire we replaced it by 'a graduate student',

which basically means a graduate student who is teaching the language class, because graduate students in Canada and Russia can teach university classes. Because of this difference in terminology, we cannot directly compare Canadian and Russian students' responses about tutorial leader. We can, however, draw some conclusions from this question. Russian students rely more on faculty members' initiative, probably because that's what they are most used to, but at the same time they are more enthusiastic to organize their own ECA, as compared to Canadian students.

The questions about the impact of ECAs on language skills was approached differently by Russian and Canadian students. The majority of Russian students skipped the questions about the impact on particular language skills (like communicative abilities, grammar or vocabulary), but reported the impact on language acquisition in general. Canadian students, however, answered the questions about particular skills (especially showing the impact on language fluency and vocabulary), but more than a half of them skipped the general question on overall language acquisition. This confusion might have occurred because students did not quite understand the difference between the terms used in questionnaire.

Correlation analysis of variables showed that in both countries language club membership provides students with opportunities to participate in ECA, and that this participation increases students' interest in further involvement in language-related ECAs and interest in taking more language classes. This suggests that participation in ECAs is a motivational factor in foreign language learning.

Language learning motivation proved to be different across the samples. In general Russian students showed higher ratings than Canadians for most motivation types. Interestingly, Russian students don't see learning language as an exciting activity, it does not bring them feelings of success and they don't think of it as a hobby, whereas Canadian students express more positive impressions from their language studies. This again might be caused by the differences in methods and approaches

applied in Russia and Canada, and students' reasons for studying. Russian students seem to feel more obligated to study foreign language in order to get a good job and for their professional growth in general, business trips and reading professional literature, whereas Canadian students mostly learn for pleasure: to travel to the country of the target language, to understand the culture and to keep in touch with friends or family. This difference in motivation profiles across the samples can be explained by the differences in the languages studied by students in the two countries. The majority of Russian students study the English language, which is the dominant language in the world nowadays (Crystal, 2003), and is thus needed for both job market and traveling abroad. Canadian students speak English as their mother tongue, so they do not need to learn a foreign language to be able to travel, or to find a job. Another motivational difference relates to the study of languages in Canada by heritage learners. Many second, third and subsequent generations in the families of Canadians know about their ancestry, but do not acquire their heritage languages in the family. Instead, many student in Canada learn Spanish, German, Ukrainian and other languages not as "foreign" languages, but as "heritage" languages: they need them to communicate with their own grandparents or with family members in the countries of origin. This situation does not happen often in Russia. Thus, Canadians see ECA as a pleasurable time, hobby, they find these activities as an 'intriguing' and 'fun' way to learn their heritage languages. Some Canadian students mentioned that ECA activities should correspond to students' current interests, which is one of the principles of organizing extracurricular work in any subject (Slastenin, 1997).

Preferences in classroom activities also reveal the differences in educational settings between the countries. For example, Canadian students are more shy to speak out in class, and they feel uncomfortable when the teacher corrects their mistakes or asks them questions. Russian students, however, do not have that concern: they generally don't like grammar and vocabulary exercises and monotonous lectures, probably because some Russian language classes and textbooks still have elements of the grammar-translation method and students feel that less attention is paid towards

creative and communicational activities (Ref. Lemieux, 1953 and Verbitskaya, 2011 about the use of grammar-translation in foreign language exams in Russia).

Both Russian and Canadian students reported lack of time to organize and attend ECA as the major problem with ECAs. Russian students, however, were less concerned for time than Canadians, possibly because of their higher level of motivation to study languages and willingness to spend more time on it.

Students' from both countries express positive attitudes towards language-related ECA and expect them to help learn new vocabulary, motivate them to learn more and give them a chance to actually immerse into the foreign language environment and practice language in a real conversational situation. Language instructors agree with the students about this point and share the common idea 'the more exposure, the better' (quote from one of the questionnaires).

In summary, according to students' reports, ECAs do indeed provide some positive impact on students' foreign language acquisition in a number of ways: they help them build necessary skills for acquiring the new language, motivate and inspire them, and help build confidence, which is confirmed by previous research (like Kilzer, 1956; Melsness, 1964; Sherritt, 1964; Trump, 1953; Druzhinina, 2000; Eccles, 2003; Marsh and Kleitman, 2002; Tenhouse, 2003; Rombokas, 1995; Astin, 1993; Darling, Caldwell, and Smith, 2005; Neblette, 1940; Mahoney and Cairns, 2003) and provide opportunities for further development of these and other qualities.

IV.2. Language instructors' responses

Due to skewed data (we were able to collect more questionnaires from Russian Novosibirsk state university) we cannot fully compare the responses of instructors from the two countries, nor can we compare the instructors' responses from those by students within the same country, but we will try to trace the general tendencies following the research questions of the study.

Research Question 1. What are the instructors' experiences with language-oriented extracurricular activities in Russian and Canadian universities?

In Russia, all the instructors who took part in the study have experience organizing, helping with and participating in language-related ECA, whereas in Canada only half of the instructors have this experience. If we look at the age groups of the participants, it is clear that the majority of instructors from Russia have gained their education in the Soviet Union schools, where extracurricular work was quite important (Andreeva, 1958), and it seems the tradition, or at least parts of it, were carried over to the new generations.

In Canada, none of the participating instructors know any other ECA except those they have organized themselves, helped with or participated in. This shows less experience on behalf of Canadian instructors, as confirmed by the differences in the age of instructors – Canadian instructors are younger and have worked fewer years in the university than their Russian colleagues.

Research Question 3. How do language instructors see the impact of language-oriented extracurriculars on their students' language acquisition?

Roughly all participating instructors from both countries consider ECA an important part of language learning for their students. They report that they noticed the impact of these activities on all aspects of their students' language acquisition and skills, and especially on cultural acquisition. This finding corresponds to some previous studies, like Campbell's (1973), Tumanov's (1983) and Druzhinina's (2010).

Interestingly, a comparison of students' vs. instructors' responses shows that in both countries, both instructors and students share the same preferences of in-class activities: they do not enjoy textbook exercises and translations. Both instructors and students believe that ECAs are particularly important for students' communicative competence and language fluency.

IV.3. Limitations of the study

There are several limitations to the current research project. Many of them are related to data collection process. Due to differences in data collection methods (mostly online for Russian sample, paper format for Canadian) and the fact that the questions were not mandatory, (e.g., an online version could include a function ‘proceed to the next question’ only if the subject answered the previous), we did not get the answers to all questions from all participants. Another problem was resources - the respondents were not paid and there was no control over their filling in every question. This caused skewness in the data that did not allow the researcher to fully compare the responses of participants. Also recruitment of language instructors was problematic both in Canada and Russia due to the small numbers of instructors. In University of Saskatchewan, there is the total of 8 language instructors (of which 5 were recruited), and in Russian university about 30 instructors, (1/3 of whom were recruited for the survey).

Consequently, future studies should examine a broader array of universities in both countries, which will allow the researchers to recruit a larger number of participants for the study.

Another direction of the expansion of the research in future would be adding the interviews component that may help to gain a deeper understanding of the differences ECA make in students’ language learning process and of organizational questions from the point of view of instructors.

One of the questions discussed earlier in this chapter is why Russian students are less interested in continued participation in ECA offered in their university. This question can lead to further research on how exactly the ECA are organized in Russian universities in reality. Is there a curriculum for extracurricular work in language departments? Are students involved in creating this curriculum? Do students take initiative in organizing their own ECA? Who selects the materials and topics for ECA meetings? Are they mandatory or on voluntary basis? How is evaluation of these

activities conducted? What needs to be changed in order to motivate students to carry on their extracurricular involvement? All these questions can be addressed in future research.

Another limitation of this research design is lack of opportunity to observe the ECA organized in Russia in order to answer the above questions. On-site observations of ECAs would be a potential expansion of the research design in future.

The final limitation of the study is connected with getting the data about the perceived impact of ECAs on language acquisition, i.e., there was no way to check for the actual progress in foreign language acquisition, the impact of ECAs was self-reported, which means that the subjects could be underreporting or overreporting their progress. Subsequent research studies could involve an applied linguistic experiment that would actually include objective testing of language skills development in the control group and an experimental group that would be involved in ECAs.

V. Conclusions

Upon the examination of the data, several conclusions were drawn based on research questions:

- (1) Language-related extracurricular activities are an important part of foreign language programs and student life;
- (2) The degree of instructors' participation in these activities is high both in Russia and Canada, and the importance of ECA is confirmed by their impact evaluations by students and by language instructors in both countries;
- (3) In general, based on opinions of students and language instructors, language-related ECA have a positive impact on all the aspects of students' language acquisition;
- (4) Among the problems with organizing ECA, the respondents listed: uncertainty about who should be responsible for this part of language instruction, and lack of spare time due to the busy schedules of both students and instructors in both countries;
- (5) In order to inspire students' motivation to participate in ECA and study foreign languages more, ECA need to be organized according to students' current interests and needs, and follow other basic principles like voluntary basis and students' initiative.

V.1. Practical recommendations

Based on the results of the study the following recommendations are offered for language instructors and students on how to organize language-related extracurricular activities:

1. Voluntary basis. Making extracurricular activities mandatory and not giving students a chance to choose activities will likely lower students' motivation towards language learning.

2. Involving a larger number of students in different activities. Providing students with a wide range of ECAs and more information about them will help to attract more students towards ECA. In turn, an increase in students' involvement will have a positive effect on their language learning motivation.
3. Choosing age appropriate activities and materials. While this study only surveyed university-based ECAs, further studies should clarify the preferences for learners in different environments and from different age groups (e.g., elementary school, high school, etc).
4. Providing students with opportunities to express themselves and choose materials and activities according to their own preferences.
5. Organizing activities appropriate for students' language proficiency level. Activities should be challenging, but should also bring students a feeling of success and enjoyment.
6. Connecting the materials used in class to extracurricular activity content might be beneficial.
7. Promoting students' initiative and self-sufficiency throughout extracurricular work. Since there are usually no faculty members responsible for organizing extracurricular activities, it might be appropriate to select a student or a group of students who major in a foreign language to manage this work. This can give the designated student monitors an opportunity to practice some elements of language teaching before they graduate and thus stimulate them towards choosing the profession of a language teacher. For the rest of the ECA participants, student monitors would provide a role model and thus contribute to their language learning motivation.

References:

- Anderson, L., VanDyke, L. (1963) *Secondary School Administration*. Boston: Houghton Mifflin Company.
- Astin, A. (1993) "What Matters in College." *Liberal Education* 79 (4):4–15.
- Baker, C. (2008) Under-represented college students and extracurricular involvement: the effects of various student organizations on academic performance. *Soc Psychol Educ* (2008) 11:273–298 Published online: 29 February 2008 © Springer Science+Business Media B.V. 2008
- Boehm, E. (1972) The extracurricular activities program and school climate; a thesis submitted to the Faculty of Graduate Studies in partial fulfillment of the requirements for the degree of Master of Education in the College of Education, University of Saskatchewan. Published Saskatoon, c1972
- Brubacher, J. and Rudy, W. *Higher Education in Transition: A History of American Colleges and Universities, 1636-1976*, 3rd ed. (New York, 1976), 47.
- Campbell, H. (1973) Extracurricular foreign language activities. American Council on the Teaching of Foreign Languages, New York, N.Y.
- Canale, M. and Swain, M. (1980) Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1, 1-47.
- Carroll, J. Foreign Language Proficiency Levels attained by Language Majors near Graduation from College. *Foreign Language Annals*, 1:131-51
- Chapin, S. Research Studies of Extracurricular Activities and Their Significance in Reflecting Social Changes *Journal of Educational Sociology* Vol. 4, No. 8 (Apr., 1931), pp. 491-498
- Church R. L. and Sedlak M., (1976) *Education in the United States: An Interpretive History*, New York: the Free Press.
- Crystal, D. (2003) *English as a global language*. Cambridge, UK ; New York, N.Y. : Cambridge University Press.
- Clegg S., Stevenson, A., Willott, J. (2009) Staff conceptions of curricular and extracurricular activities in higher education. Published online: 20 August 2009 Springer Science+Business Media B.V.
- Clement R. & Kruidenier B. G. (1985) Aptitude, attitude and motivation in second language proficiency: A test of Clement's model. *Journal of Language and Social Psychology* 4: 21-37
- Crookes, G., & Schmidt R. W. (1991) Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469-512.
- Curran, C. A. (1976) *Counseling-Learning in Second Languages*. Apple River, Ill.: Apple River Press.

Darling, N. Caldwell, L. and Smith, R. Participation in School-Based Extracurricular Activities and Adolescent Adjustment *Journal of Leisure Research*, Vol. 37, 2005

Davydov, V., Kerr, S. (1995) The Influence of L. S. Vygotsky on Education Theory, Research, and Practice *Educational Researcher* , Vol. 24, No. 3 (Apr., 1995), pp. 12-21

Dörnyei Z., (2001) *Teaching and Researching Motivation* Harlow, England.

Dörnyei, Z., (2010) *Questionnaires in second language research: Construction, administration, and processing* 2nd ed. New York: Routledge.

Druzhinina R. (2009) Extracurricular work in teaching foreign languages to students and its role in the improvement of communication skills of future managers.
<http://elibrary.ru/item.asp?id=12896026> Retrieved on February, 1 2012.

Eccles, J. S., et al. (2003) "Extracurricular Activities and Adolescent Development." *Journal of Social Issues* 59 (Winter 2003): 865–89.

Fujita, K. (2006) The Effects of Extracurricular Activities on the Academic Performance of Junior High Students. *Undergraduate Research Journal for the Human Sciences*. Volume 5 – 2006.
<http://www.kon.org/urc/v5/fujita.html> retrieved on October, 1, 2011.

Gardner, R.C. (2001) Language Learning Motivation: the Student, the Teacher, and the Researcher. *Texas Papers in Foreign Language Education*, 6, 1-18.

Gardner, R.C. & Lambert, W.E. (1959) Motivational Variables in Second-Language Acquisition. *Canadian Journal of Psychology* 13: 266-272.

Gutowski T. W. (1988) Student Initiative and the Origins of the High School Extracurriculum: Chicago, 1880-1915. *History of Education Quarterly*, Vol. 28, No. 1 (Spring, 1988), pp. 49-72

Harding, (1971) *College Literary Societies* (New York: Pagent – Poseidon, 1971), p. 543

Harklau, L. (1999) Representing culture in the ESL writing classroom in Eli Hinkel. *Culture in second language teaching and learning*. Cambridge University Press, 1999

Hofstadter, R. (1955) *Academic Freedom in the Age of the College*, New York: Columbia University Press

Hornby, A. (1950) The situational approach in language teaching. A series of three articles in *English Language Teaching*. 4:98-104, 121-128, 150-156.

Howatt, A. (1984) *A History of English Language Teaching*. Oxford: Oxford University Press.

Housen A., Baetens Beardsmore H. (1987). Curricular and Extra-Curricular Factors in Multilingual Education. *Studies in Second Language Acquisition*, 9, pp 83-102

Hudson, G. (2000) *Essential introductory linguistics*. Blackwell Publishers

Hunt, T. C. Thomas J. Lasley, II. (2010) Encyclopedia of educational reform and dissent, Vol. 1. SAGE, 20.01.2010

Hymes, D.H. (1971) *On communicative competence*. Philadelphia: University of Pennsylvania Press.

Ingram, D. E.; O'Neill, S. (1999) Cross-Cultural Attitudes as a Goal of Language Teaching in the Global Context. Paper presented at the RELC Regional Seminar on Language in the Global Context: Implications for the Language Classroom (Singapore, April 18-22, 1999).

Kilzer, L. R., Stephenson, H. Nordberg, O. (1956) *Allied Activities in the Secondary School*. New York: Harper and Brothers Publishers, 1956.

Kohonen, Viljo, Jaatinen, Riita, Kaikkonen, Pauli, Lehtovaara, Jorma. (2000). *Experiential Learning in Foreign Language Education*. London: Longman.

Kohonen, V. (1992) Experiential language learning: Second language learning as cooperative learner education . In D. Nunan (ed.) *Collaborative Language Learning and Teaching*. Cambridge: Cambridge University Press.

Kramsch, C. (1993) *Context and culture in language teaching*. Oxford University Press, 1993

Krashen, S. and Seliger, H. (1976) 'The Role of Formal and Informal Linguistic Environments in Adult Second Language Learning.' *International Journal of Psycholinguistics*, 3 (1976), 15-21.

Krashen, S. (1981) 'Formal and Informal Linguistic Environments in Language Acquisition and Language Learning.' In second Language Acquisition and Second Language Learning. Oxford: Pergamon, 1981, 40-50.

La Forge, P. G. (1983) *Counseling and Culture in second Language Acquisition*. Oxford: Pergamon.

Larsen-Freeman D. (1986) *Techniques and principles in language teaching* New York, N.Y., USA : Oxford University Press, 1986

Lemieux, C. (1953) Improving Our Russian Textbooks. *The Modern Language Journal* , Vol. 37, No. 3 (Mar., 1953), pp. 134-138

Mahoney, Joseph L.; Cairns, Beverley D.; Farmer, Thomas W. (2003) Promoting interpersonal competence and educational success through extracurricular activity participation. *Journal of Educational Psychology*, Vol 95(2), Jun 2003, 409-418.

Mahoney, J., Cairns, R. (1997) Do extracurricular activities protect against early school dropout? *Developmental Psychology*, Vol 33(2), Mar 1997, 241-253.

Makarova, V., & Ryan, S. M. (1997). The language teacher through the students' looking glass and what you find there. *Speech Communication Education*, 10, 127-154.

Marsh, H. (1992) Extracurricular activities: Beneficial Extension of the Traditional Curriculum or Subversion of Academic Goals? *Journal of Educational Psychology* 1992, Vol. 84, No. 4, 553-562.

Marsh, H., Kleitman, S. (2002). Extracurricular activities: The good, the bad, and the nonlinear [Electronic version]. *Harvard Educational Review*, 72, 464-512.

McKown, H. (1952) *Extracurricular Activities*, 3rd ed. New York: The MacMillan Company, 1952.

Melsness, H. (1964) 'Extracurricular Activities and the School Program,' *The Principal and Program Development – The 1964 Alberta Principals Leadership Course*. Edmonton: The Policy Committee Leadership Course for School Principals, 1964.

Millard, C. V. (1930). *The organization and administration of extra curricular activities*. New York: A. S. Barnes and Co.

Morrow K. (1977) *Authentic Texts in ESP // English for Specific Purposes*. London, 1977.

Neblette (1940) Photography as an Extra-Curriculum Activity *The School Review* Vol. 48, No. 10 (Dec., 1940), pp. 764-770

Nunan D. (1988) *The Learner-Centred curriculum*. Cambridge University Press.

Nunan, D. (2004) *Task-Based Language Teaching*. Cambridge University Press.

Nunan, D. (1999) *Second Language Teaching & Learning*. Boston, Massachusetts: Heinle & Heinle Publishers.

Nuttall C. (1989) *Teaching Reading Skills in a Foreign Language*. Oxford, 1989.

Oates M., D.C. Hawley (1983) *Real Language: A Gateway to Cultural Identification in The Foreign language classroom : new techniques*. Lincolnwood, Ill., U.S.A. : National Textbook Co., c1983

Palmer, H. E. (1923) *The Oral Method of Teaching Languages*. Cambridge: Heffer.

Pattison, B. (1964) Modern Methods of language teaching. *English Language Teaching* 19 (1): 2-6.

Richards, J. C., Rodgers, T. S. (2001) *Approaches and Methods in Language Teaching*. Cambridge University Press.

Rombokas, M. (1995, October). High School Extracurricular Activities and College

Saslaw, T. S. Rita S. (1979) Student societies: nineteenth century establishment. *American Educational Research Association* April, 9 1979 san Francisco, California

Scarcella R. C., Oxford R. L. (1992) *The Tapestry of Language Learning. The Individual in the Communicative Classroom*, Boston.

Schenck, E. A. (1978) *A Guide to Identifying High School Graduation Competencies*. Portland, Oreg.: Northwest Regional Educational Laboratory.

Schmidt, G. (1957) *The Liberal Arts College: A Chapter in American Cultural History*, New Brunswick: Rutgers University Press.

Shepherd, S. (2004) Web page <http://www.teachingenglish.org.uk/articles/using-authentic-materials> retrieved on October 21, 2011.

Sherritt, N. A. (1964) 'An Evaluation of the Contribution of Extracurricular Activities to the Accomplishment of Educational Objectives.' Unpublished Master's Thesis, University of Alberta, 1964.

Stroup, H. (1964) *Toward a Philosophy of Organized Student Activities*. Minnesota: University of Minnesota Press.

Tchibozo G. (2007) Extra-Curricular Activity and the Transition from Higher Education to Work: A Survey of Graduates in the United Kingdom in *Higher Education Quarterly*, Volume 61, No. 1, January 2007, pp 37–56

Tenhouse, A. M. (2003) College Extracurricular Activities *Encyclopedia of Education* January 1, 2003

Tenhouse A. College Extracurricular Activities - Impact on Students, Types of Extracurricular Activities

Thanasoulas D., (2001) The Importance Of Teaching Culture In The Foreign Language Classroom in *Radical Pedagogy* (2001) ISSN: 1524-6345
http://radicalpedagogy.icaap.org/content/issue3_3/7-thanasoulas.html retrieved on November, 20, 2011.

Trump, L. J. (1953) 'Extraclass Activities and the Needs of Youth,' *Adapting the Secondary-School Program to the Needs of Youth*. National Society for the Study of Education. Yearbook LII, Part 1, 1953.

Andreeva, Voyeykova A. (1958) *Vneklassnaya rabota po inostrannomu yaziku v sredney shkole*.

Avdeyeva I., T. V. Vasilyeva, G. M. Levina, (2005) Discussions on authenticity in foreign language teaching of engineering students (*Рассуждения об аутентичности в методике обучения иностранных учащихся инженерного профиля*), 2005
<http://www.gramota.ru/mirrs.html?method17.htm>

Dyachenko, V. (1989) Organizational structure of educational process and its development/*Организационная структура учебного процесса и ее развитие*. - М., 1989

Ivanova, B. (2003) Всестороннее развитие будущих специалистов через аудиторные и внеаудиторные формы языковой подготовки // Языковая культура. Диалог: Межвузовская конференция «Глобальный мир и диалог культур» 20-21 марта 2003г.

Kalechitz, T. (1980) Внеклассная и внешкольная работа с учащимися. - М.: Просвещение, 1980. – 261с
Kaleynits, T. Keylina, Z. Extracurricular work with students. Moscow, 1980.

Калениц Т.Н., Кейлина З.А. Внеклассная и внешкольная работа с учащимися. М.: Просвещение, 1980.

Passov, Y. (2000) Программа-концепция коммуникативного иноязычного образования. Концепция развития индивидуальности в диалоге культур. 5-11 классы. - М.: Просвещение, 2000. - 173 с.

Savina, S. (1991) Внеклассная работа по иностранному языку в средней школе - М.: Просвещение, 1991, 207с.

Slastenin, V., Isayev, I., Mischenko, et al (1997) Педагогика: учеб. пособие - М.: 1997. – с. 288-295.

Stakanova E. V. (2003) Motivation // Yazik i mezhkulturnaya kommunikaciya: problemi i perspektivy 2003 p. 107

Стаканова Е. В. (2003) Мотивация // Язык и межкультурная коммуникация: проблемы и перспективы 2003 с.107

Tyabina, L. (2011) Внеклассная работа по информатике как средство развития познавательного интереса младшего школьника. Web page
<http://sites.google.com/site/buguruslashki/katalog-statej/stata-vneklassnaa-rabota-po-informatike-kak-sredstvo-razvitia-poznavatelno-go-interesa-mladsego-skolnika> retrieved on September 30, 2011.

Tsvetkova, T. (2002) Обучение иностранному языку в контексте социокультурной парадигмы // Вопросы филологии. - 2002. - № 2. - С.109-115

Tumanov, A. Extra-Curricular Activities in Second Language Teaching in a University Setting: Experience of a Russian Program. *The Canadian Modern Language Review*, XXXIX, no. 4, 827-39. Norval, Ont.: ZIRAL, 1983

Cheredov, I. (1987) Система форм организации обучения в советской общеобразовательной школе. - М., 1987.

Shepeleva, V. (1991) Принципы организации внеклассной работы. - М.: Высшая школа, 1991 – 117с.

Schurkova, N. (1994) Новые формы воспитательной работы. - ИЯШ. – 1994, № 4, с.61-63.

<http://www.newslab.ru/article/367772> retrieved on September, 22 2011.

Kononov, V. (2011) Is there need for humanistic pedagogy in a technical university?
[http://gumannaja-pedagogika.ru/news/2011-10-17-12-21-49/57-2011-10-17-12-18-08/99--23-
?tmpl=component&print=1&page=](http://gumannaja-pedagogika.ru/news/2011-10-17-12-21-49/57-2011-10-17-12-18-08/99--23-?tmpl=component&print=1&page=) retrieved on April, 2 2012.

Verbitskaya, M. (2012) Lomonosov Moscow State University, Russia International Standards
and National Examinations: the Russian Experience What's new in Russian FLT?
<http://fipi.burnator.info/binaries/735/Verbitskaya.doc> retrieved on March, 2 2012.

Appendices

APPENDIX A:

Example of recruitment email:

(Dear....

The undersigned is conducting a study on “The role of extra-curricular activities in foreign language learning in university settings” as my thesis project.

The study will help us to understand the impact of extra-curricular activities on the cultural component in foreign language learning, student motivation, feeling of belonging, attitude to programs and language fluency.

In this connection, may I request you to accomplish the online questionnaire? To access the survey please click here.

Your cooperation will certainly contribute to the success of this study.

Rest assured that the information gathered will be held in strict confidence.

I hope to hear from you soon.

Thank you very much.)

APPENDIX B:

Students Questionnaire 1.

1. Your age..... 2. Your Gender: M ☐ F ☐ Other ☐ 3. Year at the university.....

4. College 5. Department

6. Program: ☐ BA ☐ BSc ☐ 4year ☐ 3year ☐ BA Honors ☐ Open Studies ☐

Other (specify).....

7. Major 8. If undecided, are you interested in studying modern languages?

YES ☐ NO ☐

8. Your native language(s).....

9. Please list modern foreign languages you are studying in the University now, and your level.

Language	Level or course number (if you don't remember, just write 100, 200, 300, 400 level)

10. Please list modern foreign languages you have previously studied in the University, school or elsewhere and on what level.

Language	Where did you study it? Please fill from the list what applies in your case or add your variant (University/ elementary school/high school/ language school/on your own/)	For how long did you study it ? (indicate the number of months or years)	Level or course number (if you don't remember, just write 100, 200, 300, 400 level)/school level, grade

11. Are you thinking about taking language courses in the University in the future?

YES ☐ NO ☐

If YES, specify what language(s) and if known, which course(s)

.....

12. Are you trying to learn/improve the Foreign Language outside classroom/beyond your homework? ☐ YES ☐ NO

If YES, explain EXACTLY IN WHAT WAYS

.....

13. What kind of activities in a foreign language class you are most interested in?

.....

14. Do you find the activities you mentioned above useful for your language learning?

YES ☐ NO ☐

15. Which activities in a foreign language class do you enjoy the most?

.....

16. Do you find the activities you mentioned above useful for your language learning?

YES ☐ NO ☐

17. How useful are the following activities in a foreign language class in your opinion? Please rate them on a scale from 1 to 5 where 1 is 'not useful at all', 2 – 'of little use', 3 – 'somewhat useful', 4 – 'useful', 5 – 'very useful'.

listening to the teacher's talks and explanations	1	2	3	4	5
doing grammar exercises	1	2	3	4	5
doing vocabulary exercises	1	2	3	4	5
playing language games	1	2	3	4	5

talking with (an)other student(s) in the foreign language	1	2	3	4	5
correction of your mistakes by the teacher	1	2	3	4	5
doing homework	1	2	3	4	5
making presentations	1	2	3	4	5
listening to Foreign Lang. records	1	2	3	4	5
watching educational videos	1	2	3	4	5

Add here if you could think of any other activities:

.....

1 2 3 4 5

.....

1 2 3 4 5

18. What activities in a FL class do you dislike?

.....

19. Are you exposed to the foreign language outside classroom? ☐ YES ☐ NO

If you answered 'Yes', explain in what way (check everything what applies in your case and if necessary add other things):

☐ you hear it spoken;

☐ you read fiction in it;

☐ you read newspapers/magazines in it;

☐ you read professional literature;

☐ you try to speak it;

☐ you write personal letters/business letters/applications in it;

☐ you use it for the web;

☐ you interpret/translate for others.

Can you add anything else?

.....

20. Do you know any language oriented extra curriculum activities being organized at the

University? ☐ YES ☐ NO

21. If YES, what kind of activities?

.....

22. Have you ever participated in any language oriented extra curriculum activity?

YES ☐ NO ☐

(If you answered NO, go to Question 28)

If you answered “yes”, proceed to the next Question N 23

23. What kind of language oriented extra curriculum activities have you participated in, how often, and in what capacity? (fill in the type of the activity and check what applies)

Extracurricular	How often have you participated?					In what capacity?		
	Year ly	Mont hly	Every week	A few times	Onc e	Leader	Participa nt	Observe r

24. What did you like about the extracurriculars that you experienced?

.....

25. Do you think the extracurriculars that you experienced had any impact on your language learning? ☐ YES ☐ NO If YES, what kind of impact?

.....

26. Are there any aspects of language-oriented extracurricular activities on campus that could have been improved?

☐ YES ☐ NO If YES, Specify

.....

27. Can you suggest any new language-oriented extra curriculum activity?

.....

28. Who in your opinion would be in the best position to take the leading role in organizing extracurricular activities (check what applies in your case):

☐ students

☐ faculty

☐ tutorial leaders

☐ other (specify)

.....

29. Would you like to participate in any language-oriented extracurriculars in the future? YES

NO ☐ ☐

30. Which of the listed activities seem most interesting to you? (rate from 5 – ‘very interested’, 4 – ‘interested’, 3 – ‘slightly interested’, 2 – ‘indifferent’ to 1- ‘not interested at all’)

Language Lunch	1	2	3	4	5
Movie nights	1	2	3	4	5
Book club	1	2	3	4	5
Theme parties	1	2	3	4	5
Magazines/Wallpapers/TV discussions	1	2	3	4	5
Trips/ Excursions	1	2	3	4	5
Skype/Video conference communication					
with students from the country of the target language	1	2	3	4	5

Competitions/Games in the target language	1	2	3	4	5
Language retreats	1	2	3	4	5

Add here any other extracurriculars you have participated in and rank their importance:

.....
1 2 3 4 5

.....
1 2 3 4 5

31. Do you think these extracurriculars would be useful for your language acquisition? YES
NO ☐ ☐

32. If YES, in what ways?

.....

33. Have you ever been to the country of your target language? ☐ YES ☐ NO

34. Would you like to visit the country of your target language in the future?

YES ☐ NO ☐

35. Please indicate whether you agree with the following statements by circling your answer on a scale from 1 to 5 where 5 means ‘strongly agree’, 4 – ‘agree’, 3 – ‘neither agree nor disagree’, 2 – ‘disagree’, and 1 - ‘strongly disagree’:

For me learning foreign language is a hobby	1	2	3	4	5
---	---	---	---	---	---

Learning foreign language is an exciting activity	1	2	3	4	5
---	---	---	---	---	---

Learning foreign language often gives me a feeling of success	1	2	3	4	5
---	---	---	---	---	---

Learning foreign language often makes me happy	1	2	3	4	5
--	---	---	---	---	---

Foreign language proficiency is important to me	1	2	3	4	5
---	---	---	---	---	---

The more I learn the language, the more I like its country, culture and people

	1	2	3	4	5
--	---	---	---	---	---

If I spoke foreign language I could do a more interesting job	1	2	3	4	5
---	---	---	---	---	---

I think I have a good sense for foreign languages	1	2	3	4	5
---	---	---	---	---	---

Participation in language-oriented extracurricular activities plays important role in my foreign language learning	1	2	3	4	5
--	---	---	---	---	---

I would like to know more about the people of the target language and country	1	2	3	4	5
---	---	---	---	---	---

The country of my target language plays an important role in the world	1	2	3	4	5
--	---	---	---	---	---

36. Please indicate whether you agree with the following statements by circling your answer on a scale from 1 to 5 where 5 means ‘strongly agree’, 4 – ‘agree’, 3 – ‘neither agree nor disagree’, 2 – ‘disagree’, and 1 - ‘strongly disagree’:

I am learning the language for:

Doing my job/profession	1	2	3	4	5
-------------------------	---	---	---	---	---

Reading literature in the foreign language	1	2	3	4	5
--	---	---	---	---	---

Reading newspapers/magazines in the foreign language	1	2	3	4	5
--	---	---	---	---	---

Reading technical literature in the foreign language	1	2	3	4	5
--	---	---	---	---	---

Reading articles/ lectures in the foreign language	1	2	3	4	5
--	---	---	---	---	---

Travelling to the country of the target language as a tourist	1	2	3	4	5
---	---	---	---	---	---

Business or study trips to the country of the target language	1	2	3	4	5
---	---	---	---	---	---

Working in the country of the target language	1	2	3	4	5
---	---	---	---	---	---

Making friends with people from the country of the target language	1	2	3	4	5
--	---	---	---	---	---

Keeping in touch with friends/relatives who live in the country of the target language	1	2	3	4	5
--	---	---	---	---	---

Understanding music of the country of the target language	1	2	3	4	5
---	---	---	---	---	---

Understanding films of the country of the target language	1	2	3	4	5
---	---	---	---	---	---

Understanding culture of the country of the target language 1 2 3 4 5

37. Are you a member of a language club? ☐ YES ☐ NO

(If you answered NO, go to Question 46)

If you answered “yes”, proceed to the next Question N 38

38. In general, how would you evaluate your experience with the language club (check what applies in your case)

☐ Good, I’d love to participate again

☐ It was ok

☐ Didn’t really like it, but could be good for someone else

39. What were your favorite activities of the language club, if any, and why?

Activity	What did you like about it?

40. What activities of the language club did you dislike, and why?

Activity	What did you dislike about it?

41. What did you like about the language club activities in general, in terms of timing, structure, organization or other factors?

.....

42. What did you dislike about the language club activities in general in terms of timing, structure, organization or other factors?

.....

43. Is there anything you would like to change or suggest in regards of extracurriculars in the language club that you experienced?

.....

44. What were the most useful elements of the extracurriculars in the language club for you and why?

.....

45. Did you learn anything new in the course of the session with your language club about:

The culture of the country of the target language ☐ YES ☐ NO

(if YES, specify what exactly)

.....

The people of the country of the target language ☐ YES ☐ NO

(if YES, specify what exactly)

.....

The target language ☐ YES ☐ NO

(if YES, specify what exactly)

.....

46. Have you noticed any impact of extracurricular activities on:

Your knowledge of grammar? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your language fluency? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your vocabulary? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your cultural acquaintance? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your other language skills? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your communication abilities? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your social skills? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Have you noticed any impact of extracurricular activities on:

Your personality? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your attitude towards the language? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your attitude towards the target culture? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your interest in the country? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your interest in the language? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your interest in the people? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your interest in the culture? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your attitude towards the native speakers of the language involved in the extracurricular activities?

YES ☐ NO ☐

(if YES, specify what kind of impact)

Your motivation towards studying the language? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Any other impact? ☐ YES ☐ NO

(if YES, specify what kind of impact)

47. Did you experience any difficulties during the extracurriculars you attended while:

Talking to the native speakers ☐ YES ☐ NO

(if YES, specify what kind of difficulties)

Watching movies ☐ YES ☐ NO

(if YES, specify what kind of difficulties)

Playing language games ☐ YES ☐ NO

(if YES, specify what kind of difficulties)

During other activities ☐ YES ☐ NO

(if YES, specify what kind of difficulties and which activity)

48. Would you like to keep attending different language oriented of extracurricular activities at the

University? ☐ YES ☐ NO

(if YES, specify what kind of activity)

49. Would you like to keep attending different language oriented of extracurricular activities

somewhere else? ☐ YES ☐ NO

(if YES, specify what kind of activity and where).....

50. Would you like to learn more about:

- people of the country of the target language? ☐ YES ☐ NO
- the culture of the country of the target language? ☐ YES ☐ NO
- your target language? ☐ YES ☐ NO
- literature of the country of the target language? ☐ YES ☐ NO
- the history of the country of the target language? ☐ YES ☐ NO

- aspects of modern life in the country of the target language? ☐ YES ☐ NO
- the economy of the country of the target language? ☐ YES ☐ NO
- the politics of the country of the target language? ☐ YES ☐ NO
- films of the country of the target language? ☐ YES ☐ NO
- classical music in the country of the target language? ☐ YES ☐ NO
- popular music in the country of the target language? ☐ YES ☐ NO
- something else in the country of the target language? ☐ YES ☐ NO

(if YES, specify what exactly)

Thank you very much for your cooperation
--

APPENDIX C:

Instructors Questionnaire

1. Your age group: ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60-69 2. Gender: ☐ M ☐ F ☐ Other

3. College 4. Department.....

5. University 6. Province

7. Your native language/s

8. Other languages you speak fluently

9. Which language do you teach at the university?

10. At what level? ☐ 100 ☐ 200 ☐ 300 ☐ 400

Do you teach: ☐ literature ☐ civilization ☐ translation ☐ other

(specify).....

11. For how many years have you been a language professor/instructor in the University where you are currently employed?

12. If you have been a professor/instructor in some other University or college before, please indicate below in what country/province and for how many years:

Country/Province	N Years

13. What kind of activities your students find most interesting in a foreign language class you are teaching? If these activities differ by the type of language class, please fill in separately:

a) language

b) culture

c) literature

d) civilization

e) translation

f) other (specify)

14. Which activities do you enjoy most in the class you are teaching? If these activities differ by the type of language class, please fill in separately:

a) language

b) culture

c) literature

d) civilization

e) translation

f) other (specify)

15. What kind of activities do you find most useful for your students' language learning? If these activities differ by the type of language class, please fill in separately:

a) language

b) culture

c) literature

d) civilization

e) translation

f) other (specify)

16. Which activities in the class you're teaching do you dislike? If these activities differ by the type of language class, please fill in separately:

a) language

b) culture

c) literature

d) civilization

e) translation

f) other (specify)

17. Are students in your class required to spend time outside of class in computer labs, tutorials or elsewhere? If this differs by the type of language class, please fill in separately (Insert a check mark in the table):

Type of class	Computer labs		Tutorials		Elsewhere (specify)	
	Require d	Not require d	Require d	Not require d	Require d	Not require d
Language						
Culture						
Civilization						
Translation						
Literature						
Other(specify):						
.....						

18. Do you provide your students with information on the following subjects (check what applies in your case):

- ☐ information about language-related trips and excursions
- ☐ information about language-related media and software in computer labs or libraries
- ☐ information about language-related cultural events and celebrations they can attend in
Saskatoon

☐ information about language-related cultural events and celebrations they can attend in other locations in Saskatchewan

☐ information about language-related cultural events and celebrations they can attend in other locations in Canada

☐ information about study abroad programs

☐ other information (specify)

.....

19. Do you personally organize any language-oriented extracurricular activities in present?

YES ☐ NO ☐

If YES, please specify what kind of

activity.....

20. Have you ever personally organized any language-oriented extracurricular activities in the past?

YES ☐ NO ☐

If YES, please specify what kind of activity (if differs from the activity you're organizing now)

.....

21. Do you help other instructors or students with organizing any language-oriented extracurricular activity? YES ☐ NO ☐

If YES, please specify what kind of

activity.....

22. Do you participate in any kind of language-oriented extracurricular activity organized by another instructor or students?

☐ YES ☐ NO YES, please specify what kind of

activity.....

23. Did you help organizing or did you participate in any kind of language-oriented extracurricular activity in the past?

☐ YES ☐ NO If YES, please specify what kind of activity and your role.....

24. Do you know any other language-oriented extracurriculars organized in your language section in which you haven't personally participated? YES ☐ NO ☐

If YES, please specify what kind of activity

25. Do you think that extracurricular activities have an impact on:

Your students' knowledge of grammar? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' language fluency? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' vocabulary? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' cultural acquaintance? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' other language skills? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' communication abilities? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' social skills? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' personalities? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' attitudes towards the language? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' attitudes towards the target culture? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' interest in the country? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' interest in the language? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' interest in the people? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' interest in the culture? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' attitudes towards the native speakers of the language involved in the extracurricular activities? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Your students' motivation towards studying the language? ☐ YES ☐ NO

(if YES, specify what kind of impact)

Any other impact? ☐ YES ☐ NO

(if YES, specify what kind of impact)

.....

26. What kind of extracurriculars do you consider most useful for your students' language acquisition?

Type of extracurriculars	What aspect of language acquisition, communication, culture does it serve the best?

27. What extracurricular activity do you consider most entertaining?

.....

28. What extracurricular activity do you consider best attended by the students?

.....

29. What extracurricular activity do you consider attracting most students' interest?

.....

30. Do you have any suggestions for improving extracurricular activities for your students?

.....

31. Who in your opinion would be in the best position to take the leading role in organizing extracurricular activities (check what applies in your case):

☐ students

☐ faculty

☐ tutorial leaders

☐ other (specify)

.....

Thank you very much for your cooperation
--

APPENDIX D:

Tables for the Chi-square test results:

Table D.1.

ECA Keep Attending In University * Country Crosstabulation

			Country		Total
			Russia	Canada	
ECAkeepAttendingIn Uni	no answer	Count	68	5	73
		Expected	41.7	31.3	73.0
		Count			
		% of Total	57.1%	4.2%	61.3%
	yes	Count	0	31	31
		Expected	17.7	13.3	31.0
		Count			
		% of Total	.0%	26.1%	26.1%
	no	Count	0	15	15
		Expected	8.6	6.4	15.0
		Count			
		% of Total	.0%	12.6%	12.6%
Total	Count	68	51	119	
	Expected	68.0	51.0	119.0	
	Count				
	% of Total	57.1%	42.9%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	99.982 ^a	2	.000
Likelihood Ratio	126.072	2	.000
Linear-by-Linear Association	82.363	1	.000
N of Valid Cases	119		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.43.

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Pearson's R Interval	.835	.031	16.444	.000 ^c
Ordinal by Spearman Ordinal Correlation	.893	.033	21.465	.000 ^c
N of Valid Cases	119			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

APPENDIX E:

Correlations:

Table E.1. for Russian students' sample

		Language classes in the future
Have You Ever Participated in ECA	Correlation	.265 [*] 0.029 68
	Coefficient	
	Sig. (2-tailed)	
	N	

Table E.2. for Canadian students' sample

		Trying to improve?
Age	Correlation	-.467 ^{**} 0.001 51
	Coefficient	
	Sig. (2-tailed)	
	N	

Table E.3. for Russian sample

		Language Club Membership
Have You Ever Participated in ECA	Correlation Coefficient Sig. (2-tailed) N	.258* 0.034 68

Table E.4. for Russian sample

		Find ECA useful
ECA participation In The Future	Correlation Coefficient Sig. (2-tailed) N	.367** 0.002 68

Table E.5. for Russian sample

		Find ECA useful
Language Club Membership	Correlation Coefficient Sig. (2-tailed) N	.373** 0.002 68

Table E.6. for Canadian sample

		Language Club Membership
Have You Ever Participated in ECA	Correlation Coefficient	.413**
	Sig. (2-tailed)	0.003
	N	51

Table E.7. for Canadian sample

		ECA Participation In The Future
ECA Keep Attending In University	Correlation Coefficient	.290*
	Sig. (2- tailed)	0.039
	N	51

APPENDIX F:

Mann-Whitney U Tests

Table F.1.

Test Statistics^a

	RateListenin gToRecords	RateWatchin gVideos	RateTalking WithOtherSt s
Mann-Whitney U	1137.000	1032.500	1378.000
Wilcoxon W	2463.000	2358.500	2704.000
Z	-3.429	-4.000	-2.267
Asymp. Sig. (2- tailed)	.001	.000	.023

a. Grouping Variable: Country

Table F.2.

Test Statistics^a

	RateLang Lunch	RateMovieN ights	RateTheme Parties	RateMagazine sNewspap	RateTrips	RateSkyp e
Mann- Whitney U	1129.000	1380.500	774.500	1083.500	1065.000	805.000
Wilcoxon W	2455.000	2706.500	2100.500	2409.500	2391.000	2131.000
Z	-3.398	-2.040	-5.373	-3.640	-4.401	-5.240
Asymp. Sig. (2-tailed)	.001	.041	.000	.000	.000	.000

Test Statistics^a

	RateLang Lunch	RateMovieN ights	RateTheme Parties	RateMagazine sNewspap	RateTrips	RateSkyp e
Mann-Whitney U	1129.000	1380.500	774.500	1083.500	1065.000	805.000
Wilcoxon W	2455.000	2706.500	2100.500	2409.500	2391.000	2131.000
Z	-3.398	-2.040	-5.373	-3.640	-4.401	-5.240
Asymp. Sig. (2-tailed)	.001	.041	.000	.000	.000	.000

a. Grouping Variable: Country

Table F.3.

Test Statistics^a

	RateLearn ingIsExciti ng	RateLearn ingMakes Happy	RateLangI s Important	RateSenseF or Lang	RateEC Ais Importan t	RateWantTo KnowMore
Mann-Whitney U	1375	1321.5	1243.5	1303.5	1264.5	1375
Wilcoxon W	3721	3667.5	2569.5	2629.5	2590.5	2701
Z	-2.094	-2.361	-3.161	-2.469	-2.619	-2.106
Asymp. Sig. (2-tailed)	0.036	0.018	0.002	0.014	0.009	0.035

a. Grouping Variable: Country

	RateCountr yIs Important	RateLearnTo DoJob	RateLearn ToReadLit	RateLearnToW orkThere	RateLearnToMa ke Friends
Mann- Whitney U	1157.5	797	1245	1358.5	1391
Wilcoxon W	2483.5	2123	2571	2684.5	2717
Z	-3.416	-5.271	-2.727	-2.12	-1.967
Asymp. Sig. (2- tailed)	0.001	0	0.006	0.034	0.049